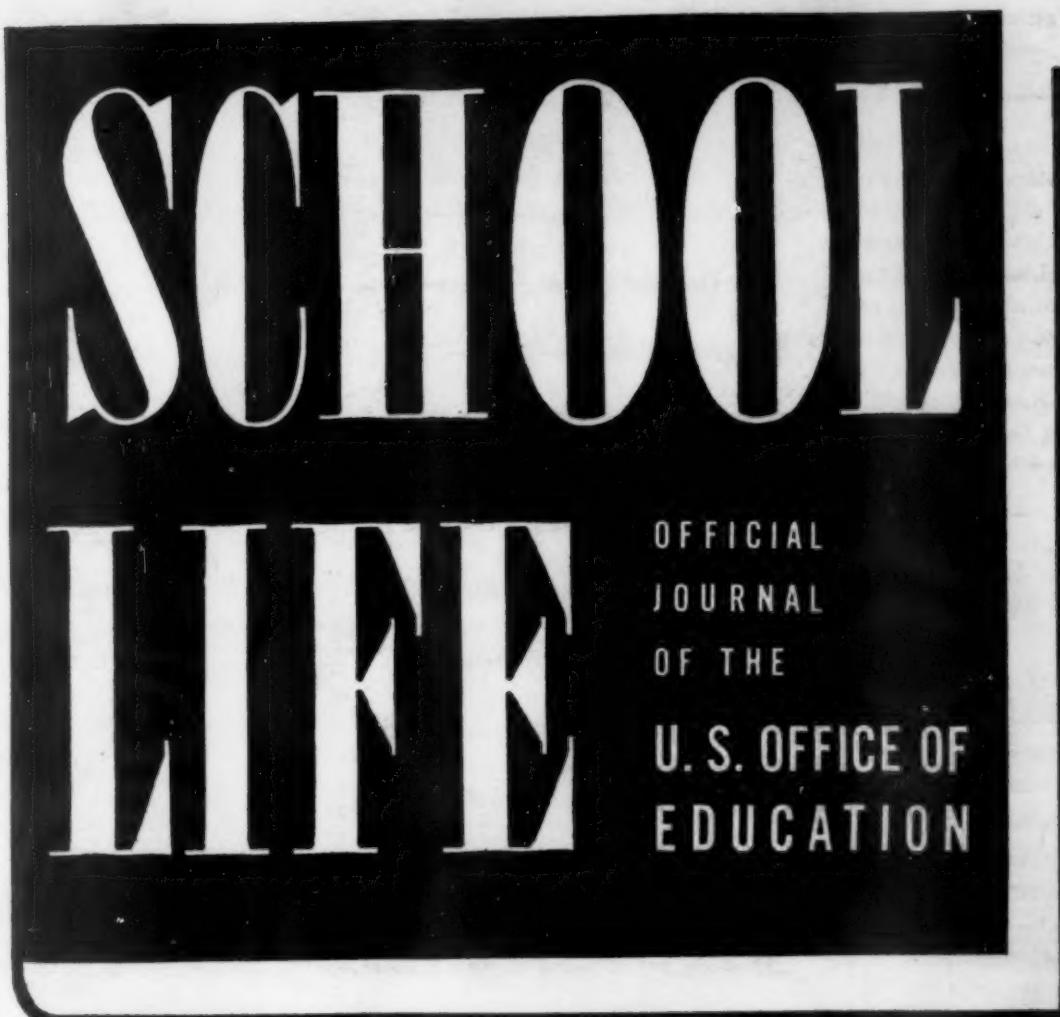


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## SCHOOL LIFE

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SCHOOL LIFE is the official journal of the United States Office of Education. Its purposes are: To present current information concerning progress and trends in education; to report upon research and other activities conducted by the United States Office of Education; to announce new publications of the Office, as well as important publications of other Government agencies; and to give kindred services.

The Congress of the United States, in 1867, established the Office of Education to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Budget.

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# SCHOOL LIFE

Official Journal of the U. S. Office of Education

Volume XXVI

OCTOBER 1940

Number 1

## Now!

11 SINCE LAST SPRING almost all European democracies have  
succumbed to the ruthless force of dictatorship. They came to  
13 their own defense too late and with too little. This disastrous  
experience has a special meaning for educators in this democ-  
racy—one of "earth's last best hopes."

16 There are certain things we must do—Now! We dare not  
permit even the little inefficiencies and delays of peaceful days.  
This is no time to embroider our work sheets with curlicues.

20 First things must come first. We must act—Now!

22 As you read the following paragraphs think of additional ways  
in which you can serve your country—Now!

24 The physical health of a considerable proportion of the youth  
of America ought to be a special concern of our profession—  
27 Now!

30 The improvement of mechanical skills and vocational com-  
petence among millions of youth and adults through education  
is our responsibility—Now!

The eradication of illiteracy is our job—Now!

Helping both youth and adults to understand the destructive,  
revolutionary forces at work in the world today—what these  
forces mean, how they work, even in our own country, in what  
directions they move—is the task of education—Now!

Promoting through classes, group activities, pageants, drama,  
discussion and art, motion pictures, radio and press, a deeper  
understanding and appreciation of our freedoms; strengthening  
convictions concerning the principles of a democratic society

and the determination to defend them: These should be major  
objectives of educators—Now!

Vastly enlarging the recreational and school-community-  
center programs for out-of-school youth and adults, and espe-  
cially for the foreign-speaking groups, to the end that the inter-  
mingling of Americans will bring closer unity and mutual  
understanding, is a challenge to the public schools and col-  
leges—Now!

Of paramount importance is the development of a racial,  
class, and religious tolerance that is truly American—Now!

Concentrating special attention on the study of Spanish and  
Latin-American history, culture, and geography is needed—Now!

The practice of democratic principles in the organization of  
educational programs among both youth and adults and the  
avoidance of coercive, vindictive, intolerant, name-calling  
tactics can give practical expression to our defense aims—Now!

To these particular points I wish to direct the attention of the  
people in our profession as they plan their work this fall. If all  
of us will *act* instead of postponing and delaying when we see a  
vital need which education can help to meet, we shall be doing  
our part in demonstrating to the world that a great democracy  
can work with striking efficiency. Therefore, I give you the  
word—Now!

*John A. Studebaker*  
U. S. Commissioner of Education.

THE WHITE HOUSE  
WASHINGTON

August 14, 1940

My dear Mr. Administrator:

Reports have reached me that some young people who had planned to enter college this fall, as well as a number of those who attended college last year, are intending to interrupt their education at this time because they feel that it is more patriotic to work in a shipyard, or to enlist in the Army or Navy, than it is to attend college. Such a decision would be unfortunate.

We must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today. We must also have scientists, engineers, economists, and other people with specialized knowledge, to plan and to build for national defense as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education, unless and until they are called, so that they will be well prepared for greatest usefulness to their country. They will be promptly notified if they are needed for other patriotic services.

Sincerely yours,



The Honorable,  
The Administrator,  
Federal Security Agency

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<sup>1</sup> Dr. G  
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of Europe

Volume

# Our Guest Children From Europe

by Bess Goodykoontz, Assistant U. S. Commissioner of Education<sup>1</sup>

**It is heartbreaking to think of sending a child so far away, but far better to think of her being safe, well cared for, and sleeping contentedly each night. In our small town we have had three raid warnings in the past 24 hours. I can stick it far better if I know she is safe. She knows we are arranging for her to go abroad if possible and I have told her that mummy will come later when all the children have been taken care of first—who knows?**

★★★ In recent months as the dangers to civilians in Great Britain have been greatly intensified, and as both British and German officials have broadcast warnings that there can be no safety for children in England, many parents have faced the decision of what to do about their children and have decided that separation is preferable to continued jeopardy. Already several thousand British children have arrived in this country and in Canada to live with relatives or friends for the duration of the emergency, and more than 200,000 other children have been registered by their parents for evacuation.

## Committee Organized

The response in this country has been prompt and widespread. Organizations with European connections, industries having foreign branches, universities and colleges, business and labor groups, fraternal organizations, and thousands of individuals have sought some means of giving immediate aid. To coordinate the activities of all these agencies and individuals the United States Committee for the Care of European Children has been organized, with headquarters in New York City. Designated by the British authorities as the only agency in this country with whom they will deal in

the placement of children sent from the British Isles, it has secured the cooperation of Government agencies here in working out and speeding up immigration procedure. Guest children in unlimited numbers may now come in on visitors' visas, representing all classes and backgrounds. The United States committee's corporate affidavit is accepted by the Government that none of these children will become a public charge.

## Their School Experience

The problems faced by the committee are numerous and difficult, even were safe transportation completely arranged. Already local committees have been organized in more than 150 cities and child welfare agencies are being officially designated throughout the country to assist in finding suitable homes for guest children. They come to us with different customs from ours. They are used to different food; their home climate has necessitated wardrobes quite different from those of children in this country. The committee is giving particular attention to selecting for each child the kind of home where he will be well cared for and content physically and spiritually.

One element which can make for the happy adjustment of the children is their school experience. One little 6-year-old English boy, recently arrived, was found to be most unhappy, so much so that both he and his sponsors were decidedly upset. A sympathetic visitor discovered that the little fellow was worried about starting to school. He wanted very much to go to school, but he was worried he said, "because, you see, I've never learned American."

Fortunately, this problem was easily solved. Other problems, having to do with securing scholarships in private schools and with enrolling in public-school classes are being studied by school officials and by the education

section of the United States Committee. College and university officials and private residential schools have generously offered both scholarships and housing. At the request of the committee, the United States Office of Education recently consulted State superintendents and commissioners of education as to the problems which might be met in providing school opportunities for the visiting children. Typical of the replies is that from a midwestern State which says: "For school purposes, these children would be legal residents of any district where the sponsors live." In another State, the State board recently passed a resolution providing that European children cared for by guardians in that State should be regarded as residents and provided public-school facilities as "for our own children." Without exception, the replies showed sympathetic understanding and a desire to assist in every way possible.

## We Shall Learn Much

But as is always the case in generous giving, not all of the benefit goes to the recipient. As the director of the education section of the United States Committee says in discussing possible modifications in school programs to meet the needs of the visiting children: "In these new and unusual conditions exist, potentially at least, educational factors extending far beyond the limits of school curricula alone. If recognized and wisely used, these factors may, in lasting influence, in the upbuilding of character, and in the development of virile and broad-minded manhood and womanhood, well exceed all that courses of study alone can possibly achieve. We shall learn much from our visitors. We believe that they will learn much from us. Out of this unusual situation may well come for all of us a sounder conception of basic educational values and a broader understanding of educational needs."

<sup>1</sup> Dr. Goodykoontz is a member of the education section of the United States Committee for the Care of European Children.

# The Defense Training Program

More than 100,000 persons were enrolled in federally aided defense-training courses carried on during the summer months in public schools throughout the country. Recent reports indicate, also, that this number will be considerably increased during the fall and winter.

## *Types of Training*

Under the provisions of the Federal defense-training legislation, which calls for the training of youth and adults for specific occupations essential to the national defense, and for which the United States Commissioner of Education is administratively responsible, two types of training are provided:

1. Supplementary courses for persons already employed in jobs essential to national defense or in closely allied occupations, for the purpose of improving their skill and knowledge.

2. Pre-employment refresher courses for workers selected from public employment office registers, to qualify them for employment in jobs essential to the national defense program.

Fifteen million dollars was appropriated by Congress in June 1940, to cover the cost of the defense-training program, to be allotted to the States and Territories according to their needs, without any obligation on their part to match the Federal funds thus provided.

Special care is being exercised to assure that the training carried on under the defense program is given only in occupations found in industries that are essential to the national defense. These occupations will be determined by the Advisory Commission to the Council of National Defense. State and local boards of vocational education, in turn, in cooperation with employers, labor representatives, public employment agencies, and State and local advisory committees on which employees, employers, and educators have equal representation, will determine:

1. The jobs in the essential defense industries for which training is to be given.

2. The number of persons to be trained for each job.

3. The content of the courses in which training is to be given.

4. Those who are to be enrolled in these courses.

With a view to assisting State and local boards of vocational education in establishing programs of training, the United States Office of Education, with the approval of the Council of National Defense has listed the industries which, insofar as they are engaged in the manufacture of, or in the maintenance and repair of products to be used in the national defense, shall be considered as essential to the training program for defense workers. These industries are as follows: Aircraft—manufacturing, maintenance, and repair; machine tools; shipbuilding—manufacturing, maintenance, and repair; automotive—manufacturing, maintenance, and repair; electrical; forging; boiler and heavy steel plate; foundry; light manufacturing; sheet metal; woodworking; chemical; ammunition; and light and heavy ordnance.

## *Selecting Enrollees*

Special attention is given to the method of selecting enrollees for defense-training programs. The enrollees in supplementary courses must be workers who are already employed in jobs that are essential to or closely related to national defense. Recommendations made by the United States Office of Education for the guidance of State and local boards of vocational education call for the enrollment in these courses only of persons who are endorsed by their employers and by representatives of the trade unions.

Responsibility for administering the program falls upon State boards for vocational education which in turn delegate responsibility for local programs to school authorities in the local communities. Before a State can put a defense-training program in operation, it must, as in the case of the regular vocational education program, submit

a plan of operation to the United States Office of Education for approval. State plans covering defense training—

1. Provide for standards of teaching and supervision.

2. Provide for the setting up of advisory committees composed of employers, employees, educators, and other groups concerned in the program whose function it shall be to offer advice and counsel in connection with the planning, establishment, and operation of training programs.

3. Provide for public supervision and control of the program.

4. Restrict enrollment in training courses to persons of legally employable age.

5. Provide that the instruction shall be of less than college grade.

6. Specify the kinds of courses to be offered.

7. Set up an estimated budget covering cost of training.

One of the advantages of the defense training program is its flexibility. Courses may be given at any time during the day or night. In Connecticut, for instance, the State trade schools operate a day-school shift, and two additional shifts—one from 5 to 12 p. m. and one from midnight to 7 a. m. Similar schedules are followed in other States and in various cities, also. The length of the daily schedule and the length of the training period are determined by State and local boards of vocational education, depending upon the needs of the job for which training is given.

State, district, and other public school boundaries are disregarded in making training facilities available for existing and contemplated training needs.

## *Differences in Plan Noted*

A comparison of the plan followed in carrying on the regular program of vocational education with that followed in carrying on the defense-training program shows that there are three striking differences, as follows:

1. Federal funds provided for the regular program of vocational education are allotted on a matching basis.

(Concluded on page 21)

# American Education Week

by Lyle W. Ashby, Assistant Director, Division of Publications, National Education Association

★★★ American Education Week, 1940, will mark the twentieth annual observance of this occasion. The movement was founded soon after the World War. Now we find Europe embroiled in another death struggle. The effects of it have spread to all the world. In such a time as this the dignity and worthwhileness of democracy come to us with fresh meaning. We recognize anew that education broadly conceived is the only way to save our country from the path of dictatorship to which other nations have turned because they did not solve through democratic processes the problems that modern technology and unsettled world conditions forced upon them.

The four national sponsors of American Education Week are the United States Office of Education, the National Education Association, the American Legion, and the National Congress of Parents and Teachers. In November 1939 when the representatives of these agencies met to select the American Education Week program for the November 1940 observance, there was considerable discussion about the wisdom of building the program around the general idea of national defense.

The participants in this discussion were thinking primarily of national defense in terms of the development of our people and resources rather than of armaments. Not wishing to use the term "national defense," which in the public mind would connote military arms, the phrase "the common defense" was finally selected as covering the ideas the group had in mind while not being subject to so much misunderstanding.

Thus "Education for the Common Defense" was chosen as the general theme for American Education Week, 1940. The committee then considered carefully the areas in which the common defense needed to be developed

and safeguarded, and the following program of daily topics resulted:

Sunday, November 10: Enriching Spiritual Life.

Monday, November 11: Strengthening Civic Loyalties.

Tuesday, November 12: Financing Public Education.

Wednesday, November 13: Developing Human Resources.

Thursday, November 14: Safeguarding Natural Resources.

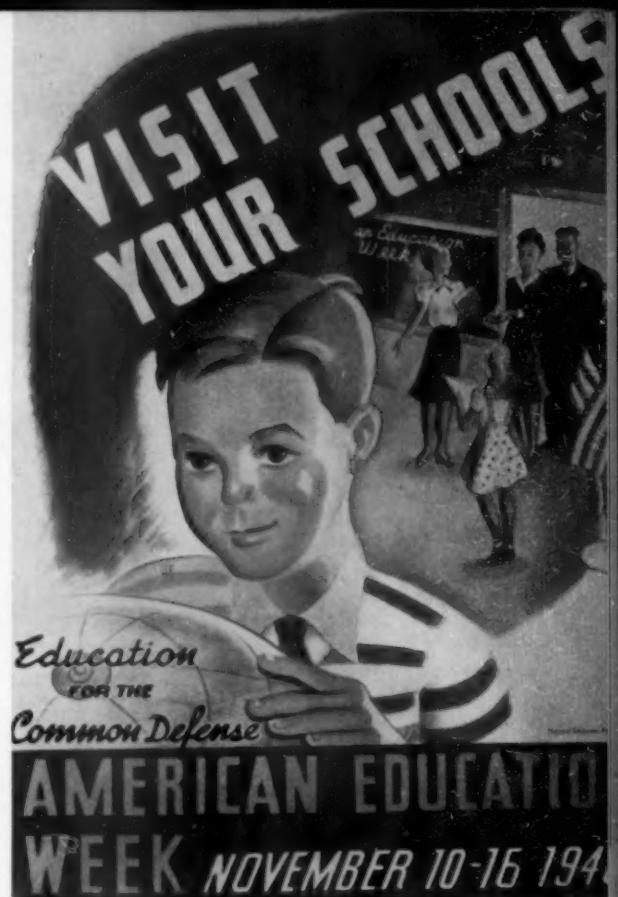
Friday, November 15: Perpetuating Individual Liberties.

Saturday, November 16: Building Economic Security.

With every passing week the theme, Education for the Common Defense, has become more appropriate for the 1940 observance. The tragic necessity for armed defensive might has become apparent. As the Nation works feverishly at the problem of building a strong military force to protect our country and our way of life, we must not lose sight of the fact that the inner defenses of the Nation are fundamental. Guns and armaments will not save a nation whose people are not equipped technically to operate them or who are not sufficiently filled with zeal for the cause that the armament is supposed to defend.

## Must Enrich the Spiritual

We must enrich the spiritual life, strengthen civic loyalties, develop our human resources, safeguard natural resources, perpetuate individual liberties even in the stress of emergency situations, and build economic security for all the people of our country. If we can solve these underlying problems adequate military defense can be accomplished. Otherwise our military arm cannot be sufficiently effective. The following statement is the text of a leaflet prepared by the National Education Association for distribution



to homes during American Education Week:

### What Does America Have to Defend?

*A spiritual heritage, the most precious gift from our forefathers.*

*A people's government, conceived by heroic men determined to be free.*

*A great people, over 132 million souls of many races and creeds.*

*A vast wealth, found in our natural resources from sea to sea.*

*A hopeful future, to leave to our children and to generations unborn.*

### What is Education for the Common Defense?

*It is individual, helping each person to make the most of his talents.*

*It is universal, seeking to educate all the children and all the people.*

*It is practical, helping prepare people to earn a good living.*

*It is civic, preparing individuals to be wise and loyal citizens.*

*It is spiritual, recognizing the eternal dignity of human personality.*

*A system of universal public education is the greatest common defense the American people have erected or can erect.*

The fundamental purpose of American Education Week is to help the parents and citizens of every community to know the achievements, the objectives, and the needs of their schools. No other agency is more vital to the well-being of American democracy than the public school. No other cause is more deserving of special consideration by the American people once each year. More specific objectives of the observance include:

- To increase public understanding and appreciation of the schools.
- To encourage every parent to visit his child's school at least once annually.
- To secure the participation of the people in improving the schools.
- To give pupils an appreciation of what the schools are doing for them.
- To encourage civic groups to give consideration to education.
- To provide an annual period of special emphasis in all-year programs of educational interpretation.

#### *Opportunity of a Generation*

American Education Week this year is the opportunity of a generation to bring before the attention of the people of the United States the significant role that education has played and must play in the future of our democracy and specifically to show the tremendous contribution that education makes to the common defense. Already, under the leadership of the United States Office of Education, the school systems of the United States, through their vocational departments, have given a demonstration of their ability to rise to an emergency situation in the training of skilled mechanics as a phase of the defense program. American Education Week likewise offers an opportunity to bring before the people the contributions that the schools in each community are making to the problems of our national life as represented by the daily topics for the observance.

The founders of American Education Week who paved the way for the first observance in 1921 little dreamed of the tremendous growth in significance and results that it has come to have. Estimates indicate that 8 million parents and other citizens visit their schools each November during this observance. They learn about modern school prac-

tices and consult with teachers concerning the progress of their children.

The official sponsors of American Education Week have the cooperation of scores of national, regional, State, and local organizations. These organizations are strong supporters of the move-

## Our Schools

**Born of the vision of the first settlers, nurtured by the hands and hearts of the pioneers, improved and expanded by the tireless efforts of those who through the years forged the isolated school into a great system of free public education, made effective by the demands of succeeding generations of parents and teachers, the school in America has become the pride and center of the community. It awakens aspirations, develops fundamental skills, and frees the mind from the bonds of ignorance. It is the universal temple of childhood; the hope of parenthood; the forum of free discussion; the inspiration of the arts and the professions; the servant of agriculture, industry, and commerce; the garden of friendship; the common meeting ground of all races, creeds, and conditions—in short the symbol and servant of a free, intelligent, democratic people.—From the Personal Growth Leaflet, *Education for the Common Defense* published by the National Education Association for the 1940 observance of American Education Week.**

ment because they join with the official sponsors in the belief that education is the hope of democracy. Cooperating organizations include service clubs, women's organizations, church groups, and others. Many of these agencies encourage their local units to take an active part in local observances of American Education Week. Because these local units represent important groups of the lay public, their cooperation is highly significant and should be cultivated by local American Education Week committees. In many communities these organizations are represented on committees responsible for planning local observances.

A successful local observance of American Education Week usually includes: (1) Open-house programs, perhaps the most universally used device, when the public is invited to visit and observe the schools in action; (2) many student activities including classes, assemblies, features in school papers, and programs of student clubs; (3) meetings of civic and social clubs and church groups devoted to a consideration of the schools; (4) special messages about the schools sent into the homes; (5) publicity through press, radio, public meeting, and other agencies; (6) a proclamation by the mayor setting aside the week for observance. A good local observance succeeds in getting a large proportion of the parents to visit the schools and in having the work of the schools brought before the greatest possible number of citizens.

Materials are prepared each year by the National Education Association to assist State and local groups in the planning of their observances. (Write to the National Education Association, 1201 Sixteenth Street NW, Washington, D. C., for information concerning materials which are available at the cost of production.)

American Education Week 1940 is of unusual importance, not only because of the timeliness of the theme but due to the urgent need for strengthening school public relations programs. Tax reductionists are clamoring for relief. New social services, entirely worthy, have nevertheless placed a heavy burden on public funds. Armament costs are skyrocketing. Schools are accused by certain groups of teaching subversive doctrines. While these charges are usually completely unfounded they should be disproved. Education, moving into the 1940's, faces a difficult period. The problems that loom ahead for the schools cannot be solved by the teaching profession alone. Everything must be done that can be done to keep the public fully acquainted with the work of the schools. Let American Education Week serve as the keystone of a vigorous program of school public relations throughout the Nation during the school year that has just begun.

# Grade Enrollment in the Public Schools

by Emery M. Foster, Chief, Division of Statistics

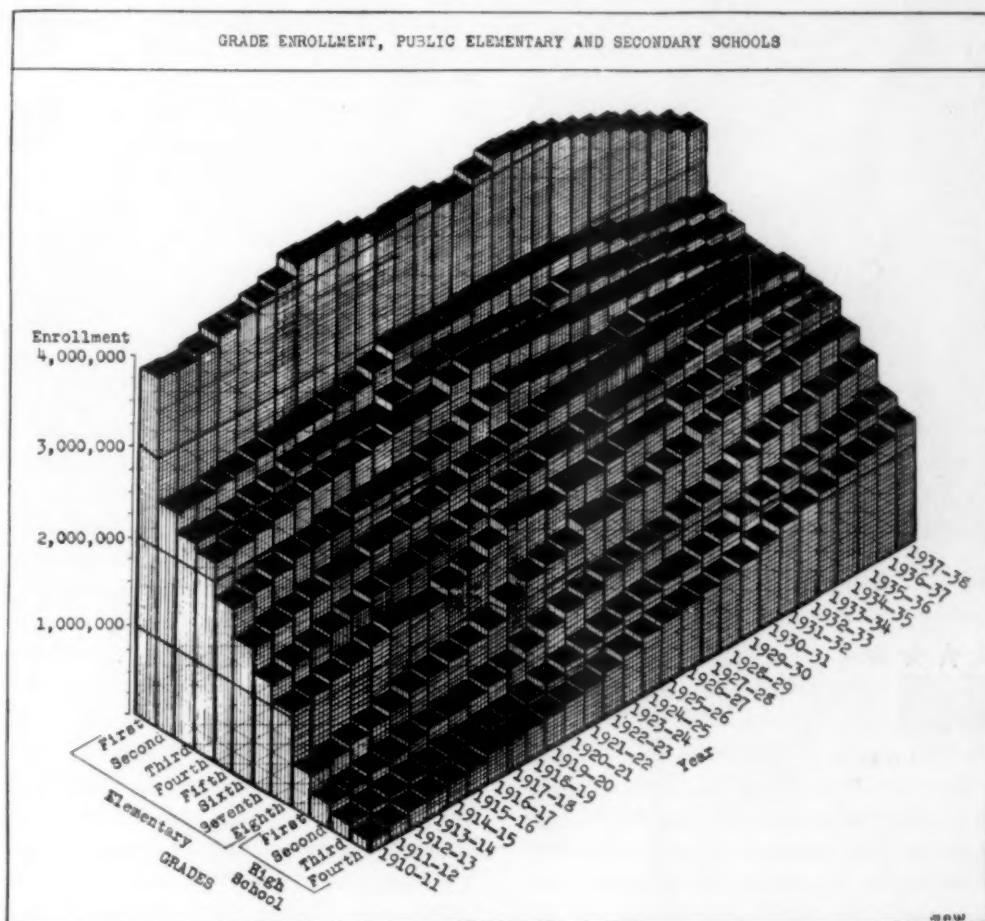
★★★ The accompanying graph shows the enrollment in the American public-school system by grades, for a period of 28 years, from 1910-11 to 1937-38. Each tier of blocks, from the back to the front, represents the enrollment in the 12 grades of the school system during a single year. There are 28 tiers of these blocks. Each row of blocks, from left to right, represents the enrollment in a single grade over the entire period of 28 years. There are 12 rows of these blocks.

By observing the drop in the height of the blocks, from back to front, one can visualize the decrease in enrollment as the pupils progress from the first grade through graduation from high school. By observing the changes in the height of the blocks in any single row from 1911 to 1938, one can see the increase or decrease in the total number of pupils enrolled in a single grade over the 28-year period.

## First to Second Decrease

The most striking fact shown by this graph is the decrease in the total enrollment from the first grade to the second. This should not be interpreted, however, as the dropping out of pupils between the first and second grades, as compulsory education laws make it practically impossible for a student to drop out of school at this time. The decrease is due in part at least to retardation of pupils, resulting in a large number remaining in the first grade more than 1 year.

Another important fact, which becomes evident when we follow the blocks from back to front, is the noticeable drop of pupils between the fourth and fifth grades, and the fifth and sixth grades, during the early part of the period and the almost total disappearance of these drops during the later period. Following the eighth and ninth grades from 1911 to 1938, it is apparent that during the first part of the period there is a great loss of pupils



at the end of the eighth grade, but that beginning about 1924, the greatest loss of pupils shifts to the end of the ninth grade. The introduction of the junior high school has no doubt been an important factor in retaining pupils in school for longer periods.

Following the four high-school grades from 1911 to 1938, the most evident fact is the constant increase in enrollment in every one of these grades for the entire period, and the relatively small loss of pupils from the first to the fourth year of high school during recent years.

Another important change which is taking place in public-school enrollments is the decrease in the actual number of pupils in certain grades, due partly to a decrease in the birth rate so that there are fewer pupils to go to school, and partly due to better methods

of promotion from grade to grade, whereby fewer pupils are retarded and have to spend more than 1 year in a single grade.

Following the first-grade enrollment from 1911 to 1938, we see a distinct drop in enrollment during the middle of the period. This is probably a reflection of decreased birth rates during the World War.

Following from back to front of the graph, a constant decrease is noted through the elementary grades for recent years. This decrease has affected not only the first grade, but every grade through the seventh. It will be only a short time before this decrease will also affect the high-school grades unless counteracted by other factors such as a larger proportion of high-school age children attending school

(Concluded on page 29)

# The Department of Commerce

by *Walton C. John, Senior Specialist in Higher Education*

lowing offices:<sup>2</sup> The Bureau of the Census, the Bureau of Foreign and Domestic Commerce, the Patent Office, the National Bureau of Standards, the Coast and Geodetic Survey, the Bureau of Marine Inspection and Navigation, the Inland Waterways Corporation. Since July 1, 1940, the Department of Commerce has been assigned the Weather Bureau, which was formerly under the Department of Agriculture, and the Civil Aeronautics Board and Office of the Administrator of Civil Aeronautics which prior to that time were included in the Civil Aeronautics Authority, an independent agency.

The Department of Commerce conducts various training and educational programs in order to improve the efficiency of its employees in their work. The greater part of this program is carried on, in most cases, as in-service training during office hours. In a few cases the educational program is carried on after Government hours. The Bureaus offering some form of education or training include the National Bureau of Standards, the Patent Office, the Bureau of the Census, the Bureau of Foreign and Domestic Commerce, and the Weather Bureau.<sup>3</sup>

## The National Bureau of Standards

### *The Graduate School*

The Graduate School of the National Bureau of Standards began its work

<sup>2</sup> The writer is especially indebted to Oliver C. Short, Director of Personnel of the Department of Commerce, for basic data used in connection with this article; to Lyman J. Briggs, Director of the Bureau of Standards, for other basic materials. Appreciation is also expressed to other officials who gave assistance.

<sup>3</sup> The Weather Bureau training program was described in the July 1940 number of this journal, the article having gone to press before the transfer of the Weather Bureau from the Department of Agriculture to the Department of Commerce.

in 1908 when a number of its younger staff members, in order to continue their academic training, organized an association for the purpose of carrying out their educational plans. The new organization was directed by a committee of five students which selected the courses to be given, employed teachers, and looked after other related matters. This effort met with success, five courses being offered the first year.

At the present time the work of the school is conducted on a semiofficial basis. It is in charge of an educational committee that now consists of six members, four of whom are appointed by the director, while two are elected annually by the student body from among themselves. The committee has full control of the school but consults the students as to courses and teachers.

The legal authority for the establishment and maintenance of such a school is found in certain acts of Congress, namely, the joint resolution of April 12, 1892 (27 Stat. 395), that opened up Government collections for research and educational uses, and the act of March 3, 1901 (31 Stat. 1010-1039), which was broader, providing that "facilities for study and research in Government departments . . . shall be afforded to scientific investigators and to duly qualified individuals and students . . . under such rules as the heads of departments and bureaus may prescribe."

The diverse character of the research activities and other services carried on by the Bureau have made the educational program very desirable. The opportunity for educational stimulation and growth has not only helped to attract men and women of talent, but it also has helped to retain them. And while individual students have been able to apply their work toward academic degrees, the Bureau recognizes

**Harry L. Hopkins.<sup>1</sup>**

★★★ During the Constitutional Convention, in 1787, it was proposed by Gouverneur Morris that there should be a Secretary of Commerce and Finance. The Government, however, was slow in setting up such a department and such activities relating to the direction of commerce and industry were carried on in the Treasury Department.

In 1903 Congress created the Department of Commerce and Labor which was placed under the direction of a Cabinet officer. Ten years later, a separate Department of Labor, was authorized by an Act of Congress. From that date (March 13, 1913) there have been both a Department of Commerce and a Department of Labor.

The Department of Commerce is the service arm of the Federal Government for the aid of business. Its powers include a number of important regulatory activities such as the maintenance of airway and seaway beacon lights, charting of coasts and harbors, licensing and registering of ships and enforcing navigation laws.

The Secretary of Commerce, as head of the Department, administers the fol-

<sup>1</sup> Resigned. Appointment of Jesse H. Jones announced at time of going to press.

that the educational program has been a vital factor in developing the Bureau as well as in building up the staff.

A number of the activities of the Bureau are given herewith illustrating the scope of the scientific work which is carried on and with which students have contact.

Determination of absolute values of the electrical units; testing of electrical measuring instruments, transformers, and batteries; studies of the magnetic properties of new alloys; surveys to determine the corrosive action of soils on buried pipe lines; aid to State governments on technical details of weights and measures inspection service; standardization and testing of gages, screw threads, and other length standards required in manufacturing; investigation of railroad track scales, mine scales, motor truck, and other large scales used principally for interstate shipments; investigation of methods of high temperature control in manufacturing processes; promotion of economy and efficiency in automotive transportation by land and air through investigation of the basic principles underlying the design, performance, operation, and testing of automotive power plants; development of color standards and methods of color measurement; studies of basic factors underlying distance range of radio signals, dissemination of national standards of frequency, and investigation and standardization of methods and instruments used in radio communication; . . . investigation of fire resistance of building materials; determination of the properties of stone, clays, cements, and other structural materials, and the formulation of building codes and researches to promote, improve, and make possible less expensive building construction . . . determination of technical specifications for all grades of sugars, involving their standardization and methods of manufacture and study of technical problems relating to the collection of revenue on sugars; investigation of radium, radium compounds, and other radioactive materials, and the development of standard specifications for X-ray equipment and for the operation of X-ray machines; . . . solution of problems in connection with standards for public utilities, such as gas, electric light and power; technical cooperation with manufacturers upon fundamental research to promote industrial development and to assist in the permanent establishment of new American industries; . . .

#### *Course of Study*

The course of study involves two 3-year cycles, one of which is in physics and the other in mathematics. Other courses are given as far as they can be supported, but the six courses are given precedence in order to maintain a core



**U. S. Department of Commerce Building.**

program. This enables the student to plan his work systematically over a period of years and usually fits in with the student's plan of cooperating with some university where he seeks his Ph.D. degree. Students can accomplish enough work within a reasonable period to make it possible to obtain the doctor's degree in a single final year of residence at the university chosen. The Bureau gives written examinations at the end of the courses. In this way, educational standards are maintained. Those who have not completed their undergraduate work are expected to complete this before entering upon the graduate courses. Many assistants of the Bureau are, therefore, taking the necessary studies at nearby universities.

The 1939-40 courses include electromagnetic theory, differential equations, vector analysis, and chemical physics.

The classes are given after official hours in the conference rooms of the Bureau. In three of the courses, 60 lectures are given 2 hours a week throughout the year, and in another course 30 lectures are given 2 hours a week for a semester. The tuition rate for a 60-hour course is \$20 and for the 30-hour course, \$12.

Supplementing the regular courses, the students have the opportunity of attending the weekly meetings of the scientific staff of the Bureau. At these meetings, the work of the Bureau is discussed and reports of progress are prepared and criticized.

The teachers are largely drawn from the Bureau staff although about one-third are brought in from the outside.

The present enrollment, 1939-40, is 43.

The classes are carried on in the buildings of the Bureau which are equipped for the purposes. There are available to the school the extensive laboratories which are used in the study of problems. The Bureau has an excellent library of 45,400 volumes as well as 1,137 periodicals, a number of which are not available elsewhere in this country.

In addition to the educational service of the Graduate School, the National Bureau of Standards gives special training to a considerable number of younger employees appointed to lower subprofessional grades who assist those engaged in research and testing. It is the expectation that through this training and experience



**Interior view of the vault at the National Bureau of Standards in which the standards of length and mass of the United States are kept. Dr. Lyman J. Briggs, Director of the Bureau is shown holding the national standard of length, Meter No. 27.**

they will advance to positions of more responsibility. Practically every technical division of the Bureau is headed by a recognized authority in the field and these new employees receive intensive training in their particular fields under the immediate supervision of experienced employees. They are encouraged to continue their studies in one of the local universities after hours, and with this additional training and experience they are gradually promoted and advanced to the professional service.

Shop apprentices are trained in the various sections of the Shops Division in design and drafting, instrument making, wood working, etc., and finally advanced to journeyman grades.

## Training Program of the Patent Office

The Patent Office conducts a program of training for patent examiners. This program has been in operation for several years. Although appointees to the examining corps of the Patent Office must hold an engineering or scientific degree, it is seldom that any appointee has had any previous training in patent law and procedure. It is, therefore, essential that appointees be given preliminary schooling in patent practice before they can

be of material value to the Office. Appointees consequently are required to attend classes in patent law and procedure and related substantive patent law for about 2 years. These classes are conducted by two of the supervisory examiners of the Office.

The object of these classes is to give the new appointees a certain amount of theoretical knowledge while they are at the same time receiving instruction in the practical application of the information by the chiefs of their respective divisions. As there are 65 examining divisions to which new men are assigned, one of the objects of the classes is to provide a uniformity of preliminary instruction which will be conducive to unification of the practice by the 65 divisions.

The classes run for two terms of about 9 months each, from September to May. Each term consists of approximately 36 lectures and discussions held for 1 hour each week. The attendance varies from time to time according to the number of new appointees, but it may be said generally that the attendance in the first and second years averages about 25 to 35 students.

## Training Program of the Census Bureau

The Bureau of the Census offers two types of training for its employees. The first, for regular workers, has included such courses as a survey of census statistics, principles of statistics, elementary accounting, municipal accounting, State and local government, correspondence, and geography. These or similar courses have been given annually for about 4 years.

The second involves the special program of training for the different censuses. As these come out periodically, the training program is set up to meet the specific needs of the particular census.

Illustrative of this training is the program preparatory to the 1940 census, shown as follows: The Bureau of the Census started in September 1939 an all-day intensive course on all

phases of the 1940 census. There were 146 who received this training. Of the latter, 104 became area managers, others assistant area managers. All these went into the field to set up area organizations.

The first week in December 1939, district supervisors and assistant district supervisors were trained at the area offices on the Census of Business, Manufactures, Mines, and Quarries. During the last week in December, having set up district organizations, these supervisors trained 8,000 enumerators for a period of 1 to 4 days in the method of actual census taking.

During January and February 1940, the area managers, assistant area managers, the district supervisors, and assistant district supervisors were trained by correspondence for the census of population and agriculture.

For a week at the end of February and the first of March, a representative from each area office and each district office was trained at nine regional training conferences. At these conferences four census films were shown.

At the end of March 1940, 130,000 enumerators were trained for a period of 1 to 4 days by district supervisors and area managers for the census of population, agriculture, and housing. Instruction manuals are used in this training.

By April 2 the census was under full operation and follow-up training was given by radio.

## Other Educational Activities

In addition to the aforementioned educational activities, the Department of Commerce offers several other programs of study and training, as follows:

The Bureau of Foreign and Domestic Commerce, with the assistance of other bureaus and offices, gives a series of lectures on foreign trade, business trends, trade agreements, and economic subjects. These are a part of the program of the Foreign Service Officers' Training School of the Department of

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# Radio in Schools and Colleges

by Leonard Power, Director of Research, Federal Radio Education Committee

★★★ In attempting to forecast the future of education by radio, there are at least three determining factors which will exert much influence. The first factor, and probably the most important, is the radio research now under way, research which is evaluating radio as an aid to learning. The second predictive factor is the experience of those school systems which have taken the lead in the school use of radio. These experiences are casting shadows far into the future. Since the Evaluation of School Broadcasts<sup>1</sup> staff members are working closely with many school systems which have excellent local leadership, the first and second factors are closely related. That is to say, the students of the problem and those who write and produce radio programs, are working together to learn how radio may be made most helpful to children and teachers. The third factor, and the most difficult to control, is that of teacher training. If radio comes into more general educational use, all persons who are being prepared to teach will need to understand how to use it.

By narrowing the factors to only three, some readers may feel that the problem has been oversimplified. It is therefore necessary to explain why at least one important factor, the radio industry, has been omitted. The radio industry is an important factor, but it is not an unknown. Up to the present the industry has done much more than merely provide radio facilities. It has actually pioneered in certain types of programs possessing educational significance. Station educational directors are helping to produce local broadcasts and the industry, through its representation on the Federal Radio Education Committee, has rendered valuable assistance. The networks have also been cooperative. The schools get time for worth-while pro-

grams. If the experience of Cleveland becomes general, however, the schools will require the full-time use of their own stations, if they are to undertake as comprehensive a program of broadcasting as is true in Cleveland.

Other factors which lie outside of the industry and outside of organized education will help determine the future of education by radio. Both radio and education are, of course, greatly influenced by national and international affairs.

## *Predictions Based on Research*

Research studies give clear indications that radio does not make teaching easier, is not a short-cut "royal road" to learning. Radio cannot be used equally well by all teachers in all subject-matter fields. Broadcasts are not complete educational experiences in themselves. Radio listening by children outside of school hours is of educational importance, and such listening does something to the young listeners that teachers may utilize as a part of their education.

School administrators or supervisors who dream of turning their hardest jobs over to radio, and teachers who dream of sitting back while a loud speaker does the teaching, are due for an awakening. Research studies have proven that radio cannot, alone and unaided by the teacher and supplementary printed aids to listening, do much more than stimulate further learning and study. The radio program must be accompanied by other activities, and these require the preparation of outlines and sources with which the teacher must be familiar. Radio can bring into the classroom resources in the way of research, technology, and artistic presentation not otherwise available. This is illustrated in the field of music by making, through radio, every instrument of band and orchestra and every beauty of the human voice available to classrooms which are without any such in-

struments or singers, even to remote one-teacher schools. But after the learners have heard the music, there remains even more to be done by the teacher than she had been doing. She must know how to use the music to enrich the lives of her children, and to do this she must know the stories told in music, the lives of the composers, and something of how the musical compositions are constructed. It is true that music is being taught by radio but only in classrooms where teachers are devoted students of music.

Radio is providing students with more direct experiences in industrial, agricultural, professional, and recreational areas of contemporary life. But having permitted the currents of life to flow through her classroom, the teacher must be prepared to accept the consequences. Life cannot flow through classrooms without vitalizing many activities. These ramify in a manner which taxes the teacher's powers to meet the demands of the students for more knowledge. No, radio is not a "royal road" to learning. Its use requires careful preparation and leads to follow-up activities which, although they characterize the best aspects of learning, nevertheless require more of the teacher.

The progressive school presumes that every teacher is personally interested in the development of all of the powers of each student. But most teachers can do little more than touch on certain aspects of living while they concentrate on others. In the fields of music, the language arts, and the social studies radio seems most helpful, while in the field of natural science it is useful. But it is no substitute for doing—for performing experiments or for the rigorous process of logical thinking. It can be used either to strengthen or to weaken certain emotional attachments. It is an effective instrument of either good or bad propaganda. It can make students conscious of good speech habits and can

<sup>1</sup> A study sponsored by the Federal Radio Education Committee and located at the Ohio State University.

widen their vocabularies. It can stimulate students to freer and fuller participation in classroom dramas and discussions, while at the same time it helps them to be better listeners. It can demonstrate to students that important information can come from other sources than the printed page. These and many other contributions of radio have been attained in considerable degree. But radio does not replace laboratory or shop, library or museum. It may never enter all of them directly, but it will motivate their fuller utilization.

Teachers will become familiar with the research findings as these are made available in printed form by the Federal Radio Education Committee. Before they attempt to produce programs they should become intelligent consumers of programs which are now available. Discrimination of quality of radio programs and appreciation of those attributes which make some better than others will be taught in the schools of the future. Some of the criteria, based upon the personal opinions of competent judges, are known. More evidence upon which to base scientific conclusions is coming from radio research. Already there is a body of literature worthy of study by all teachers. It usually requires a generation of teaching to pass such knowledge from the few to the many, but radio itself may help to reduce the time gap between discoveries of scientific knowledge regarding its use and their general acceptance.

#### ***Predictions Based on Present Practices***

The foregoing discussion of a factor of progress which depends for its general acceptance upon slow and painstaking study should be supplemented by projecting some present practices into the future. It is probable that the latter will become the accepted patterns long before the research evaluations are generally known. Wisely, radio research workers are working in cooperation with those school systems in which most advanced practices are found. In fact, the practices of many such leaders are being scientifically tested and modified in accordance with the research

findings. It is thus seen that the spread of those radio practices which are caught, may be no less beneficial than those which are taught.

For a glimpse into the future we may observe what is now being done in those school systems where radio has won acceptance. And at this point a word of caution and warning is needed. It is better for the use of radio to spread within a system from a single enthusiastic teacher, than from a single administrator, unless the latter works democratically. If even one central sound system has been installed as an administrative resource, rather than as a teaching aid, its value may be considerably discounted.

#### ***Future Administration***

Present administrative practices are following the pattern set in curriculum construction and installation. This is a democratic pattern. Committees of teachers and supervisors work together. Sometimes station representatives and parents serve on these committees. In the future, it is hoped that such committees will include representatives of all parties concerned.

But committees are deliberative and policy-making bodies. They must delegate administrative responsibility. Those responsible for writing scripts and producing programs soon become the recognized experts. As is now true of other aspects of school administration, before long radio will require a degree of specialization which can only be met by a specialized personnel. This implies training and leads to teacher training as a third factor which will determine the future of education by radio.

#### ***Predictions Based on Survey of College Radio Courses***

A survey of college courses<sup>2</sup> shows that many are concerned with radio as an electrical phenomenon; others deal with problems of program preparation, script writing, speech, music, sound effects, etc., and only a few teach teachers how to utilize radio as a medium of instruction. A sampling of

<sup>2</sup> College Radio Courses, a list, available on request.

college radio workshops<sup>3</sup> shows how the college radio workshop of the future may serve as a training center for students; as a supplementary studio for one or more radio stations, and as a source of programs for local civic organizations and for the college itself. Some workshop directors prefer to work in colleges which do not teach radio program production courses, and base their preference on the freedom they have in selecting from students who volunteer rather than from those who are enrolled in courses for credit.

Of the 360 colleges now offering one or more radio courses, only 1 course in 20 is designed for teachers. This is perhaps due to the fact that until recently comparatively little was known about what to teach. The survey of courses on education by radio included a careful examination of course outlines and syllabi, and resulted in the appointment of a committee to prepare a syllabus for college use.<sup>4</sup> This syllabus consists of two manuals: One for the teacher and one for the students. The latter includes a comprehensive bibliography. The syllabus is supplemented by two recordings of unrehearsed classroom utilizations, including prebroadcast and postbroadcast classroom discussions; one by an eighth-grade science class and the other by a twelfth-grade civics class. The recorded broadcasts, one by NBC and the other by CBS, accompany the recorded discussions and a printed manual accompanies each demonstration.<sup>5</sup>

No teacher-training institution will, a few years hence, be completely equipped unless it possesses a library of recordings similar to those mentioned above. Needless to say, the college will also own the recording equipment with which to build its own library of recordings.

#### ***Summarizing***

This article has briefly sketched a few of the developments that may

<sup>3</sup> College Radio Workshops, a report, now available at 25 cents.

<sup>4</sup> Publication date November 1, 1940.

<sup>5</sup> Recordings and manuals now available, at \$1.50 each are: Unit 1, How Do You Know the Habits of Prehistoric Animals? and Unit 2, Making Democracy Work.

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## Conventions and Conferences

# National Education Association

★★★ The National Education Association will meet in Boston for its 1941 convention next summer, according to plans made at the close of the Milwaukee convention.

The Association elected Supt. Donald DuShane, of the Columbus, Ind., schools, as its president for the current year. Supt. B. F. Stanton of Alliance, Ohio, was reelected treasurer. Supt. John W. Thalman, of the Township secondary schools, Waukegan, Ill., Albert M. Shaw, Los Angeles, Calif., and Myrtle Hooper Dahl, Minneapolis, were again named on the executive committee. Vice presidents include: Wilhelmina F. Bertsch, Topeka, Kans.; Helen Bradley, Cincinnati, Ohio; John W. Condie, Boise, Idaho; J. Carl Conner, Oklahoma City, Okla.; T. E. Dale, St. Joseph, Mo.; Sara H. Fahey, New York; R. L. Hunt, State College, N. Mex.; Sara T. Muir, Lincoln, Nebr.; Lester A. Rodes, South River, N. J.; B. C. B. Tighe, Fargo, N. Dak.; and Elliott Willis, Winthrop, Mass.

A new feature of this year's program was a series of national seminars which reported their findings to the convention. Each seminar was composed of a chairman, five associate chairmen, a coordinator, and one representative from each State and Territory. Meetings of the seminars were open only to seminar members. Topics and chairmen for the seminars included: Protection of School Funds for Educational Purposes, Supt. Ben G. Graham, Pittsburgh; Education and Economic Well-being in our Democracy, Chancellor Frederick M. Hunter, Oregon State System of Higher Education; Building Stronger Professional Organizations, Executive Secretary Willie A. Lawson, Arkansas Education Association.

### Statements Made

The following brief statements are gleaned from a few of the many interesting discussions presented by nearly 600 speakers on the 1940 convention program.

*Amy H. Hinrichs*, president, National Education Association: "Those of us who have been in school work all our lives can hardly realize what an amaz-

## Educating Youth

**United States Commissioner of Education, John W. Studebaker, addressing the National Education Convention, on the subject, Educating Youth to Meet National Problems, summarized his proposals as follows:**

1. In view of the need for a broader and more thorough civic education for youth and of the demands of the workaday world for more maturity on the part of young people entering upon employment for the first time, we must plan for an upward extension of secondary education to include the thirteenth and fourteenth grades with a strong emphasis on vocational courses which will terminate not later than the age of approximately 20 years. Secondary schools should also become the centers for a vital program of adult education.

2. An adequate program of education for youth requires the provision of means by which all young people up to 20 years of age may be enabled to maintain themselves in situations where modern and complete training opportunities are available for all of the kinds of work which our society needs done.

3. Above all, we must help young people to catch the vision of a democratic society in which the contribution of each of its members in service and in sacrifice is needed in helping to build for that fairer tomorrow in which the ideals of the fathers and the faith of multitudes of toiling, freedom-loving men and women will be vindicated and fulfilled.

ing discovery a modern school is to an adult who, until his first visit as an adult, had not been inside a school since the termination of his own school days."

*Raymond J. Kelly*, national commander of the American Legion: "This

American way—the creed of a free and liberty-loving people—can only survive if it possesses the strong and abiding loyalty of the individual citizens of our Republic. In the hands of our schools and those whose duties it is to administer their affairs rests the great responsibility for the continuance of this loyalty—for the keeping of this faith. It is a grave obligation for future generations which rests in the hands of hundreds of thousands of loyal teachers in our educational system."

*Everett R. Clinchy*, director, National Conference of Christians and Jews: "American public-school children are religious. American educators, in the main, have been reverent of the reverences of youth. The public schools are not 'godless' nor are they 'irreligious' as a few critics have declared. No institution in American civilization is more sincerely concerned with the ethics, the spiritual values, and the character of the youth of the United States, than is the public-school system."

*Ben M. Cherrington*, director, Division of Cultural Relations, United States Department of State: "It is important that the people of North and South America shall understand and appreciate each other's intellectual, literary, and artistic ideals. Out of understanding and appreciation come lasting friendships. The Division of Cultural Relations in the Department of State has been created to stimulate and assist the educational, scientific, and artistic institutions of our country in the exchange of the best things in our civilization with our neighbors in the other American Republics."

*Charles H. Judd*, Director of Education, National Youth Administration: "The school which has always served society by providing opportunities that are not readily available in the non-school environment is now called on to make place for both theoretical and



Donald DuShane, president, National Education Association.

practical education to the end that human powers may be fully developed and to the further end that the material resources of the environment may also be put to the largest possible use."

Clarence A. Dykstra, president, University of Wisconsin: "Education carries a heavy burden today. It must survey its responsibilities and its resources and gird itself for a supreme effort. And not only must it deal with those who are in school rooms during the day but with all who are citizens of our democracy. Perhaps it is time even to change our terminology. Our superintendents of schools should actually be superintendents of education and have the whole community—not just the children—as their responsibility. In the field of civic education the adult responsibility is perhaps the greater. We must learn the lessons of the last few years as we have lived through national and international crises. Chief of these is that social action based on appeals to ignorance and passion and to prejudice is but blind leadership of the blind. There must be some mass understanding not only of ends but of means and training in both. Civic enlightenment on a wide front is the condition precedent to successful self-government."

# American Library Association

by Ralph M. Dunbar, Chief, Library Service Division

★★★ Although earnest consideration was given to the general theme, *Library Development within the States*, the world crisis absorbed much attention at the sixty-second annual conference of the American Library Association held in Cincinnati, May 27-June 1.

## General Sessions

Speaking at one of the general sessions, Archibald MacLeish, Librarian of Congress, called upon librarians to become "active and not passive agents of the democratic process." He declared that no one can look at the fallen democratic countries of Europe without asking how our own democracy can be preserved. According to the Librarian of Congress, the problem is whether democracy "can survive in competition with a more efficient way of government and a more efficient way of life which achieves its efficiency precisely by suppressing and destroying and eliminating all those human values which democracy was created to achieve."

Mr. MacLeish said that in this crisis librarians "must think of their libraries not as patented machines to deliver to the asker the book he wants. . . . They must think of their libraries as organizations of intelligent and well-trained men and women qualified to select from the record in their keeping such materials as are relevant to the decisions the people must make. . . ."

At another general session, a Town Meeting of the Air program considered the controversial question: Should libraries restrict the use of subversive publications? Speaking for the affirmative, Gilbert Bettman, former attorney general of Ohio, declared that totalitarian governments were using printed materials in their proselyting activities to undermine our democracy. Since libraries are one of the portals through which these subversive publications enter, he maintained that restriction should be applied, the formula of

restriction being "the sound judgment of the librarian and his trustees in book selection."

In opposition, Arthur Garfield Hays, contended that "Restriction of any kind is wholly undemocratic and contrary to American theory. In a democracy, we must tolerate propaganda directed against ourselves; even those who attack democracy must be heard. Democracy cannot be preserved by silencing the advocates of change; it must justify itself as a way of life."

With the possible effects of the world crisis in mind, Ralph Munn urged in his presidential address a calm reappraisal of all library services. "Every feature of our work," he said, "no matter how firmly established and how well esteemed, should be weighed in relation to its actual value to the community and its relative importance to services which we are now slighting or not giving at all."

The need for this scrutiny is the result of ever-increasing library services now being confronted with stationary, if not diminishing, tax receipts. President Munn pointed out that librarians with the worthy objective of inducing every resident to become a user of the public library, had added to the original library of polite literature "sections of popular recreational reading, technology and the useful arts, children's departments, sections for older boys and girls, teachers' rooms, libraries for the blind, hospital service, school libraries, business branches, and specialized collections of all kinds." Hence, libraries have required "constantly increasing expenditures"; but "if we cannot depend upon regular and substantial increases in support, a change in policy may be required."

## Council Action

At one of its sessions, the council of the association voted to set up a special committee to protect the interests of library users against any censorship imposed by governing boards, official bod-

## Conventions and Conferences—(Concluded)

ies, or minority groups and at the same time to avoid any action which might be construed as interfering with the book-selection policies of local boards.

The council also endorsed the proposal of the United States Commissioner of Education, made before the American Association for Adult Education, that the major media for education and communication establish "a committee to study means of cooperation for civic education." The council empowered the executive board of the American Library Association to appoint spokesmen to discuss the proposal with representatives of other groups at an early date.

The council also approved important changes in the constitution and bylaws of the association which will alter considerably the form of government and organization of the American Library Association.

Besides the general sessions and council meetings, over 100 other meetings of sections, round tables, and affiliated groups were scheduled.

At an adult education round table, Ralph A. Ulveling reported on the current participation of libraries in this field. He stated that a recent spot sampling disclosed the following significant examples in certain cities: Creation of an institute for the chairmen of the program committees of various women's organizations in order to canvass the important social problems and the availability of reading materials bearing on them; the distribution of a prospectus of propaganda analysis to all high-school and college history teachers; library sponsorship of "town halls" and forums; the fostering of better intergroup understanding in a mining town; and cooperation in the field of workers' education.

Ten different meetings were given over to a consideration of library problems in the institutions of higher education. The college section discussed at one session the question of personnel and at another the assembling and evaluating of book collections; the teacher-training section emphasized the library implications in the American Council

on Education study of teacher education; the junior college section considered the problem of integrating the library with the instructional program of the institution; and the university section stressed the problem of adequate resources for research.

### Library Work With Children

Trends of private school libraries and the purposes of elementary school libraries were among the topics discussed by the school librarians. The final meeting of the group considered library service from kindergarten to college.

The section for library work with children featured the annual Newbery and Caldecott awards, the former for achievement of a high standard in writing for children and the latter for the best picture book produced during the year.

### Institutes for Special Problems

Opportunity was taken of the assembling of the general conference to hold several institutes for the intensive consideration of special problems in librarianship. One was the 3-day County and Regional Library Institute held just preceding the convening of the regular conference. The general objective of this institute was to orient the extension librarian to the changing rural scene.

The board on library service to children and young people sponsored a 2-day institute for demonstration school librarians just preceding the A. L. A. conference. The discussion was focused on the functions of the demonstration school library in the teacher education program. These functions were considered from the points of view of a demonstration school librarian, an employer of teachers, and a trainer of teachers.



## Radio in Schools and Colleges

*(Concluded from page 12)*

reasonably be expected in the field of education by radio. There is evidence at hand and research now under way

sufficient to predict that the schools of the future will consider radio as essential to some types of learning as reading and the laboratory or shop are to others.

Teachers of the future will have learned, as part of their college training, how to make use of radio in their classrooms and how to utilize what their students listen to out of school hours. The administration of radio will be democratic. Committees will include representatives of all parties concerned, including station educational directors. Radio will not be considered either a toy or a cure-all for educational ills, and listening to broadcasts will be coordinate with reading books as a means of aiding in the development of human personality.



## American Society for the Hard of Hearing

Among summer meetings attended and participated in by members of the staff of the United States Office of Education was that of the American Society for the Hard of Hearing held in Los Angeles, Calif., June 23-29. Although the society does not devote its functions primarily to educational problems, the program was notable for the attention given to education and the concern which the society has in the education of the hard of hearing.

Addresses were made by Superintendent Kersey of the Los Angeles City School System and Jessie A. Tritt, supervisor, Education for Exceptional Children, Los Angeles City School System, pointing out both the contributions and the deficiencies of the program for hard-of-hearing children and adults in the Los Angeles City School System. Demonstrations by classes in lip reading from the Los Angeles School System, both adult classes and children's classes, were among the most interesting of the many educational contributions to the program.

The attendance was the largest in the history of the organization, being practically double that of previous years.

# Practical Citizenship Teaching in the Elementary School

by Helen K. Mackintosh, Senior Specialist in Elementary Education

★★★ Experience is the best teacher. Until a child has developed some notion of what citizenship is through experiences on his own level and in his own community, no amount of textbook teaching will qualify him to live as an effective citizen in the United States today.

## *What is the Problem of Citizenship Teaching?*

Modern elementary schools in their courses in social studies have been emphasizing certain characteristics of the good citizen such as sense of responsibility; desire for fair play; leadership in fields where he is capable of leading and followership in others; conservation of natural resources and materials for living; observance of laws which apply to him as well as to grown-ups; a friendly attitude toward other peoples of the world; willingness to share his advantages or surpluses with others; opinions of his own and ability to express them; and an understanding of what difference it makes to him personally to be living in a democracy rather than under a dictatorship.

However, these characteristics may have been developed in widely different situations so that they have never been drawn together and labeled "cit-

izenship." This is perhaps the first job which teachers should make theirs in the school year just ahead, in such a way that each child recognizes for himself how well or how poorly he has developed those qualities which go into the making of the good citizen.

There is no mythical "the child." When the teacher faces the problem frankly, she reminds herself that included within any given group of boys and girls are the strong and the weak; the healthy and the lacking in vitality; the bitter and the happy; the rich and the poor; the timid and the brave; the independent and the dependent; the helpless and the resourceful; the socially secure and insecure; the well-dressed and the ragged; the slow and the fast; the calm and the excitable; the bright and the dull—a whole procession of contrasts in the typical teaching situation make up the children each one of whom with guidance is capable of becoming as good a citizen as any other.

## *What Are Some Qualities of the Good Citizen on the Child's Level?*

A broad range of activities expressed in a citizen's catechism for boys and girls might read somewhat as follows:

Do I have a library card and use it?

- Do I speak clearly and correctly?
- Do I write legibly?
- Do I know when I have received the correct change?
- Do I conserve my own health?
- Can I work with a group without quarreling?
- Am I courteous in a genuine way?
- Do I take a home responsibility which I enjoy?
- Am I fair to younger brothers and sisters in the use of toys and materials?
- Do I share toys or materials with children who have none?
- Do I try to prevent vandalism at Halloween time?
- Do I realize that a police officer must enforce the law regardless of the person concerned?
- Do I cross streets at intersections and with the green light?
- Do I know how to get information on both sides of a question?
- Do I help to conserve plant, animal, and other resources of my community?
- Am I interested and active in Junior Red Cross?
- Am I willing to abide by the decisions of the school council on school matters?
- Do I take the necessary time to plan what my group may do when I am the chairman of a committee?
- Do I use my influence to see that no

Blochman School, its playgrounds



child is bullied on the playground?

What does it mean for me to give a flag salute?

These questions are only illustrations of the many items on which a child may check himself to discover qualities of the good citizen which he possesses and which he needs to perfect. The Indiana State Course of Study in Social Studies lists 133 problem situations in child life, each of which may be approached from a number of different angles. Many of these directly or indirectly concern the job of being a good citizen.

#### *What Are Some Worth While Citizenship Activities That Have Been Used?*

Schools in every section of the United States have developed plans for giving boys and girls practical training in citizenship. The majority of these instances show it to be an integral part of other classroom activities.

In Hampton, Va., a group of retarded Negro boys and girls ranging in age from 11 to 17 but classified at the intermediate-grade level were guided to express interest in carrying on a community project during Negro Health and Clean-Up Week. Teacher and children had discussed the content of a bulletin which had been sent to them entitled, *The Citizen's Responsibility for Community Health*. First, they decided to improve their own home conditions, such as fixing the walk, reconditioning a chair, cleaning the back yard, painting a screen. Reports of progress appeared in the school paper.

The class wished to work as a unit on some larger project, but for various reasons there was no one of their homes

that could be reconditioned. The person in charge of welfare work at Hampton Institute made available \$20 and boys and girls raised nearly \$10 more for reconditioning the home of an aged couple in the community. An itemized statement of estimated costs was made by the class to cover all materials used. The work was done under the direction of the classroom teacher, the industrial-arts teacher, and a senior student in the college of agriculture. Boys were organized into three groups—painters, carpenters, and general clean-up workers. These groups cleaned the yard, cut grass, dug up an old tree which was then cut into posts, planted a garden, laid the porch floor, repaired the shingled roof, mended the fence, and gave the house two coats of paint. The girls held a rummage sale to raise the money for the school's contribution, put up shades, cleaned windows, swept the house, and took pictures of the work as it progressed. Since there was frequently an interested audience of neighbors, the girls and boys contributed to a diary record kept of the project.

From this experience children in the group developed many attitudes and abilities characteristic of the good citizen: Consideration for the welfare and convenience of others, responsibility for getting work done, realization that each individual is dependent upon other individuals, economical use of materials, and cooperation with others. At the same time they learned with a greater degree of ease than ever before skills in arithmetic, language, spelling, and handwriting.

In the laboratory school of Antioch

College children used the school as they would a home. They served luncheons, had parties, ran a store, a post office, a library, a newspaper, a photography shop, a theater, and an orchestra. As a basis for conducting the various businesses, school meetings were held which are described as a cross between a New England town meeting and a family conference. Since possible activities are many and varied in this school, a child may look ahead for several years toward a particular job which he would like to hold. The qualities of citizenship developed by Antioch children are summed up in the following elements:

Being responsible for himself—in his schedule of time, in making plans and carrying them out.

Using freedom intelligently—voting wisely.

Being able to think in group situations.

Contributing to the welfare of the group.

Taking an active part in school government.

Children who are conscious of the development of these characteristics will make better citizens than those who never identify them and those who never have experiences which make citizenship responsibilities on a child level possible.

At a W. K. Kellogg Camp School held the year round for underprivileged children, teachers found the problem of living harmoniously an important one. Conflicts between younger and older children resulted in the former setting up their own program in which they successfully built and organized their

and its city built by children.





Mail from the whole United States comes to real post-office boxes in Blochman City.

own post office and bank, elected their own officers, beautified their classroom, took over the typing of the daily bulletin, and carried on other activities.

In the course of group discussions one child raised the question concerning what happens to children in certain totalitarian countries. Do they carry guns? Do they study about war? The children understood apparently the

statement that under a dictatorship everyone, grown-ups and children alike, must do as they are told. As a result, the suggestion came, "Let's try having a dictator just to see what it's like." It was agreed that on the following day their classroom would be organized with the teacher as dictator. When the day began with each child required to stay in his seat, with no talking, and with

assignment of lessons by the teacher or with written directions on the board, one child remarked, "This seems all right to me. School is always like this at home." But as the day wore on children became more and more restless and unhappy and when they finally came to a discussion at the end of the day of what they liked or disliked about a dictatorship, a child commented, "I'll never vote for a dictatorship again." The next day they went back to a democratic classroom which the children appreciated more than ever before. From actual experience they had been led to see the difference between a democracy and a dictatorship.

At the Norris Dam Community School, 11-, 12-, and 13-year-old boys and girls who were interested in the cooperative program of the community, organized themselves into a cooperative responsible for running for the school and the community a garden which supplied vegetables for the school cafeteria and the community store, a school store which offered for sale all supplies needed in the school, a savings plan for all school pupils, a sickness and accident policy which guaranteed time for absences to school job holders, and lastly, the cafeteria itself.

In New Rochelle, N. Y., the school system is organized democratically. A conference of teachers, other staff members, teachers club officers, federation leaders, parent-teacher association officials and members, parents, and representative citizens led to many different suggestions for school policies. The results included first of all the organization of an all-city student council made up of a representative from each elementary, junior, and senior high school. The function of this council was to serve as a clearing house for school problems. Such questions were discussed as citizenship, good sportsmanship, respect for property, the qualities of effective teachers, and the qualities of ideal students.

Another part of the program included an educational council made up of nine members representing all teaching levels and departments. The responsibilities of this group included counseling and advising with the superintendent on problems such as in-

service training of teachers, curriculum revision, teacher load, the school calendar, salary schedule as well as serving as a clearing house for suggestions and complaints. In addition to the two councils, teachers were organized into 23 monthly study groups on the bases of grade, subject, or special interest. Following these monthly meetings the chairmen and secretaries met with the superintendent and assistant superintendent both to give and get an overview. Many other activities helped further to democratize teaching so that each teacher had some idea of the purposes of other individuals and groups in relation to the whole school system.

In one of the schools of Winnetka, Ill., a group of children is given the responsibility for managing the school store each year. The teacher has described the method which one class used in planning and working out their program. A committee was appointed to get information on customs and regulations used by previous groups in managing the store, and then general plans and policies were set up. The teacher played the part of guide, counselor, consultant, and friend. A great deal of class discussion was necessary to make proper assignment of jobs. The teacher helped children to realize the need for getting facts, for analyzing qualifications of children for specific jobs, and for resolving conflicts of opinion. As a result of the year's experience, she noted growth in ability to attack a problem intelligently, increased independence in discussion technique, ability to formulate a general policy and delegate the carrying out of that policy to a small group, ability to discover sources of facts, respect for accuracy in arithmetic, and ability to recognize and evaluate dependability.

Perhaps one of the most unusual stories of a school which has made it possible for children to assume citizenship responsibilities is the Blochman City School project in Cat Canyon, near Santa Maria, Calif. There in a rural school, with 50 children ranging in age from 6 to 16 and 2 teachers, an interesting piece of work has developed. An oil company gave the children some unused land. Under the direction of a

mayor and city council elected each year by the children, as well as a president and vice president of the chamber of commerce, children manage their own community life as they issue money, pay taxes, borrow, make loans, and live a typical community life.

The boys, with some help, graded the site and surveyed it. They laid out six streets, wide enough for two cars to pass. With the advice of an architect and a carpenter they built a printing office, where they publish their own newspaper, a post office, bank, schoolhouse, city hall, chamber of commerce, general store, police station, real-estate office, model house, museum, and hospital. Some children have bought lots and have built their own houses. The children have not been allowed to beg for materials needed to build their city, but donations of sand, gravel, wallboard, nails, hardware, cement, and other products have been made voluntarily.

***What Is the Place of Citizenship in the Whole School Program?***

All of these illustrations point the way toward school programs which make for good citizenship as essentially a part of every activity. Citizenship is something to be learned as an experience which develops in relation to social studies and which makes use of skills involving number, writing, oral expression, reading, and other tools.

The good citizen has a deep-rooted understanding of how the other person feels; he realizes that there is such a thing as the common good to which everyone must contribute; and he works under the guidance of a teacher who makes it possible for each child to develop to the limit of his ability not only in intellectual ways, but in social and emotional ways which have their contribution to make to good citizenship. Today's elementary school teacher will use a textbook in civics only to clarify an idea or to confirm a fact. She will use her community plus every classroom experience to initiate and to develop the good citizen so far as the elementary school can make its contribution.

***Suggested Readings***

Educational Policies Commission. National Education Association. The purposes of education in American democracy. Washington, D. C., The Association, 1938. 157 p. Ch. VII.  
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Hunt, Herold C. Practical examples in the development of democracy in educational administration. New York State education, vol. 26, no. 5, February 1939. p. 348-50, 400-402.  
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Linderman, Verne. A town that is also a school and run by young citizens. Christian science monitor, March 18, 1939. p. 7.

***If you have found practical ways of developing citizenship, will you send a brief account to the author of this article?***

Boys put finishing touches on their clean-up job at Hampton.



# Duplication of State Higher Education

by John H. McNeely, Senior Specialist in Higher Education

★★★ The existence of unnecessary and costly duplication among State-supported institutions of higher education has become an acute issue in many States throughout the country. Its elimination challenges the higher educational leadership and statesmanship of the States.

There are some States in which the duplication takes the form of a large number of institutions supported by the State. Many of them perform the same or similar functions. In other States, the institutions are not so numerous but duplication and overlapping prevail among them in specialized and professional branches of higher learning.

The causes and effects of the duplication differ from State to State. In one State certain causes may be responsible for duplication among the institutions while in another State the causes may be of a different nature. An analogous situation exists regarding the effects of duplication. The accompanying diagram summarizes 5 major causes and 10 major effects of duplication found most commonly among the various States.

Where duplication exists the question must be raised as to whether such duplication is unnecessary and costly. Under some circumstances duplication of certain functions in two or more State institutions is not only necessary but desirable. This is especially the case where the institutions are maintaining the same or similar services on the junior college level or for the first 2 years of liberal arts college work.

Subject-matter courses of study on this lower level are general, elementary, and fundamental in character. Large numbers of students enroll for them. The consensus of opinion is that these courses should be provided by many of the higher educational institutions within the State and should be available to all students. On the other hand, the courses on the senior college or professional level are specialized in char-

acter. Smaller numbers of students pursue work in them. Hence, it is in the upper level of higher education that duplication among the institutions may be found unnecessary and costly depending on a variety of factors and conditions.

Among the specialized and professional fields in which duplication is

## Last Manuscript

It is with deepest regret that **SCHOOL LIFE** announces the death of Mr. McNeely, on August 11, 1940.

Mr. McNeely came to the United States Office of Education on October 1, 1927, in connection with the Land-Grant College Survey. He was assistant to the director of the survey. When this work was completed his services were continued as a staff member of the Higher Education Division. More than a year ago he was promoted to the rank of senior specialist in higher education. His graduate work was done at George Washington University.

Prior to association with the United States Office of Education, Mr. McNeely was employed in the Office of the Secretary of the Interior. Before coming to Washington, his home was in Evansville, Ind., where he was engaged in newspaper work for several years. He was a captain in the Army during the World War.

Mr. McNeely's carefully prepared contributions for **SCHOOL LIFE** will be widely missed as the manuscript appearing on this page marks the last of many that have been published throughout the years of his service.

Editor.

most prevalent in the different States are engineering, education, commerce and business, home economics and liberal arts on the senior college level. For example, three State institutions in one State operate schools of engineering with duplicating curricula. A number of other States have two institutions operating engineering schools. Prob-

ably the greatest duplication is found in the education field for the training of high-school teachers of academic and special subjects. From 4 to 12 State institutions conduct this type of duplicated work in some of the States.

### Criteria for Appraising

Numerous surveys and studies have been undertaken in individual States during recent years for the purpose of eliminating the duplication. Through them criteria have been devised for deciding whether the State was justified in maintaining duplicating functions in the same specialized and professional fields at two or more institutions. Among the more important of these criteria are:

Whether the demand for the instruction among the students in a given field or profession is so large as to justify the expense of its continuance in each of the duplicating institutions.

Whether the duplicated work in the particular field offered in two or more institutions is lowered in quality because of duplication.

Whether the institutions providing instruction in duplicating fields and professions are located in the same geographical region of the State and are readily accessible to each other.

Whether the cost per student would be essentially lower if the particular field or profession were limited to a single institution within the State.

In applying these and other criteria, it was necessary to collect a large amount of factual data. Statistical information was secured on the number of departments and subject-matter courses in the different fields and professions maintained at each of the institutions, number of students enrolled in the several subject-matter courses and enrollments and graduates in the different curricula. Other material was assembled on the teaching loads of the faculty members; student-teacher ratios; unit costs of schools; departments and courses; extent of utilization of physical plant; and the like. Using these factual data, it was then possible

to decide the extent to which the existing duplication in each field and profession was unnecessary and costly to the State.

Possibly the greatest difficulties in solving the problem are the obstacles confronted by the States in eliminating the duplication after it has been definitely determined to be unnecessary and costly. Foremost among them is the organized opposition of the alumni of the individual State institutions against any curtailment of their programs.

Another obstacle is the loyalty and self-interest of the communities in which the institutions are located. Profits and benefits accrue to the communities having State institutions located within their boundaries. Any curtailment or elimination of the functions of the institution tends to decrease these profits and benefits. In some instances the communities originally donated money, buildings, or grounds to the State to obtain the establishment of the institutions in their localities.

#### **Plans for Solving the Problem**

Of the States in which duplication exists, definite plans for solving the problem have been adopted by many. The most common plan followed by the States has been the reorganization of their methods of control of the institutions. Through such reorganization a single unified board has been designated to govern all the institutions within the State or certain of the institutions of similar type, such as teachers colleges. The single board has been vested with the authority to coordinate the

functions of the institutions by the allocation or assignment of the specific fields of work to be performed by each of them.<sup>1</sup>

A number of States have created a special State agency for this purpose. Varying in the States the agency is known as a State council of educational planning, State coordinating board for higher education, or the like. The principal functions of these councils consist of making recommendations and proposals for changes in the work of the institutions so as to eliminate the existing duplication and integrate the State's higher educational system.

A few States have adopted unofficial organizations composed of administrative officers or other representatives of the institutions. These organizations are conducted in a spirit of cooperation. They hold regular sessions during the year and devote themselves to the encouragement of reciprocal agreements with respect to the particular higher educational fields to be covered by the several State institutions. Under this arrangement some progress has been made in removing the existing duplication on a voluntary basis.

In summary, it is evident that the existence of duplication among State-supported higher educational institutions presents a serious problem to many States. A number of factors complicate efforts on the part of the individual States to solve the problem. Among the more prominent of them are the dis-

covery of the causes and effects of the duplication, the appraisal of the duplication in the different specialized and professional fields, and the criteria to be utilized in determining whether the duplication is unnecessary or costly. Upon a complete evaluation of these and other factors together with the establishment of effective methods of control depends the success of the States in eliminating the duplication.



## **Defense Training Program**

*(Concluded from page 4)*

Federal funds for the defense-training program, on the other hand, defray the entire cost of courses—no matching funds being required of the States.

2. The defense-training program is limited to industries and occupations essential to the national defense, whereas under the normal program all industries and occupations are included.

3. Only two types of training are provided for under the defense-training program—supplementary courses to improve the skill and knowledge of persons employed in industries essential to defense, and pre-employment refresher courses to fit persons for employment in occupations essential to defense. Pre-employment refresher training is given in short intensive courses of a much more specific nature than those offered in the regular day trade schools.

Latest developments in the Federal defense-training program will be reported in succeeding issues of **SCHOOL LIFE**.

## **Five Major Causes and Ten Major Effects of Unnecessary Duplication Among State-Supported Higher Educational Institutions**

### *Causes*

1. Individual institutional self-aggrandizement.
2. Unwholesome competition among institutions, especially in recruiting students.
3. Pressure of communities to establish and expand institutions in their localities for pecuniary reasons.
4. Failure of institutions to limit their functions to particular type of work that they are best equipped to perform.
5. No provision made by State for establishing coordinated and integrated State higher educational system.

### *Effects*

1. Little consideration of State higher educational program as whole.
2. State's higher educational interests split into factions.
3. Financial resources of State for higher education divided among too many institutions.
4. Political maneuvering at State legislature to secure higher State appropriations for individual institutions.
5. Maintenance of State expense of duplicating faculties, physical plants, equipment and other facilities in number of institutions.
6. Mediocre and inferior quality of higher education provided in the case of some State institutions.
7. Creation of oversupply of trained persons in same specialized or professional fields beyond needs of State.
8. Multiplying of academic departments and subject-matter courses resulting in small and expensive classes.
9. Tendency to accept students for admission without required qualifications to do collegiate work.
10. Overdevelopment of some branches of higher education and underdevelopment of others in State.



# THE VOCATIONAL SUMMARY

by C. M. ARTHUR, *Research Specialist, Vocational Division*



## Bricklayers Go to College

How one State has attempted to solve the problem of giving related instruction to a scattered group of apprentices in a skilled trade is told in the Iowa Vocational Education Survey. According to the report, 34 boys from 17 different cities enrolled in a bricklayer-apprentice course held at Iowa State College. This course which was sponsored by a State advisory committee composed of three representatives each from the Iowa Structural Clay Products Manufacturers, Master Builders' Association of Iowa, and the Iowa Conference Bricklayers, Masons, and Plasterers' International Union of America, was arranged through the cooperation of the State board for vocational education.

Training expenses which included a registration fee and room and board for each apprentice were underwritten by the Iowa Structural Clay Products Manufacturers, and the Master Builders' Association of Iowa. Two trade instructors were selected from the membership of the Iowa Conference Bricklayers, Masons, and Plasterers' International Union of America and one related subjects teacher from the engineering faculty staff at Iowa State College. The salaries of these instructors were paid jointly by the college and the Iowa State Board for Vocational Education, from State and Federal vocational education funds, and they were given preliminary training for their work by members of the trade and industrial teacher-training staff of the State board.

Those who enrolled in the course were selected by a subcommittee of the State advisory committee, from the ranks of apprentices who had been indentured in the trade for at least 6 months.

Classes were conducted 6 hours a day for 5 days and 4 hours on Saturday. The apprentices were divided into 2 groups, each group receiving 3 hours of related technical instruction and 3 hours of actual bricklaying on practice jobs each day. The bricklaying class was divided into 2 sections with 1 instructor in charge of each section. This was necessary in order to separate the beginner apprentices from the more advanced apprentices.

Building construction materials, including brick, tile, stone sills, window and door frames, sand, cement, and lime for practice work were furnished by the clay products manufacturers and the Master Builders' Association. Each apprentice worked with his own kit of tools and all brick and tile work was constructed with a mortar mix that could be removed easily in order that the brick and tile could be salvaged and used several times.

Related instruction was given in the classroom on the history of the bricklaying trade, materials of the trade, details of construction,

construction drafting, and trade mathematics. Classroom instruction was supplemented by talks given by clay products manufacturers, contractors, and others on pertinent subjects.

## They Know What They Want

Farmers and vocational agriculture teachers in Wyoming are in essential agreement with respect to the types of courses in farm mechanics which should be taught in vocational agriculture classes. This fact is revealed in a recent study by Raymond S. Orr

ample, farmers included in the study attach more importance to work in adjusting and repairing machinery than teachers. Sharpening plowshares was marked as an important job by 73 percent of the farmers and by only 48 percent of the teachers; pointing shares by 60 percent of the farmers and 44 percent of the teachers; and the "making of small wood articles" by 35 percent of the farmers and 64 percent of the teachers. Rope work was considered more important by teachers than by farmers.

In general, the study showed that farmers desire that their boys be taught work which is intensely practical and is based on the present needs of the farm as a means of making a living; that types of work looking toward improvement or increased conveniences ranked relatively low with farmers and much higher with teachers; that much of the training in farm-shop work desired by farmers cannot be given in the farm shop; and that the extent of the farm-shop work desired by farmers indicates a need for much more extensive training of farm-shop teachers.

Types of work placed at the top of the farm shop instruction list by farmers were: Tool reconditioning, harness repair, adjusting and repairing machinery, forging, soldering, repairing buildings, and building and repairing fences.

## 926,000 of Them

Girls enrolled in full-time classes in home economics departments in high schools last year carried on 926,554 home projects as a part of their homemaking courses. This was an increase of 286,291 or 44.7 percent over the previous year.

The diversity of the home projects undertaken by home economics students is of special interest. They included activity in such homemaking fields as: Housing and home improvement; the family food and clothing supply; laundering; child care and guidance; family health and home care of the sick; home management; art and science related to the home; consumer buying; family and social relationships; and in other miscellaneous fields.

## Training for Prison Officers

"The day is past when any man, regardless of his ability, training, and understanding, can be given a key and a club and assigned to his job in an institution. In any forward-looking prison regime, the officer is more than a guard, more than a man who automatically gives and follows orders, more than a person who improvises his methods as he goes along. He is a trained leader of other men and represents the most vital human element in any place of correctional treatments." The state



Apprentice Bricklayers in course at Iowa State College engaged in practice job.

of the State department of education, who asked 194 farmers and 33 vocational agriculture teachers to fill out a questionnaire, the purpose of which was to determine what farm mechanics activities might logically be included in vocational agriculture courses and hence in teacher-training courses in farm mechanics.

The slight disagreement between farmers and vocational agriculture teachers on the question of farm-shop activities was with respect to their importance or rank rather than with respect to type.

An analysis of facts developed in Mr. Orr's study indicated that teachers may not be placing as much emphasis as they should on the practical phases of shop work which farmers desire should be taught. For ex-

ment is that of James V. Benent, Director, Bureau of Prisons, Department of Justice, in the preface to a manual, *Prison Officer Training*, issued recently by the United States Office of Education. Prepared by Howard B. Gill, temporary consultant on prison training, this manual has been issued as *Miscellany 2309* of the Vocational Division, Office of Education.

Attention is called in the manual to the fact that Federal funds for vocational education in the trades and industries provided under the terms of the George-Deen Act, may be used for training in public-service occupations, which includes training in the work done by employees of penal and correctional institutions. Any Government agency desiring to establish a training program for prison officers under the terms of the George-Deen Act, the Office of Education bulletin points out, should communicate with the State board for vocational education in the State in which the agency is located.

Included in the new Office of Education prison officer-training manual is a brief history of schools for prison officers in the United States and elsewhere, a form for analyzing prison officers' jobs, and outlines for both introductory and special courses for prison officers.

The manual may be secured from the United States Office of Education, Washington, D. C.

#### Conference Training in New Guise

The educational procedure known as the conference discussion method, whereby individuals are assisted in acquiring the habit of thinking intelligently through a difficult problem which requires a decision involving the exercise of judgment, and in formulating a plan for carrying out this decision, has been used increasingly during the past 15 or 20 years in the field of vocational education.

First applied in vocational education to the problem of training practical mechanics to teach their own trade knowledge to others and to secure teaching content by getting these mechanics to analyze in detail the jobs they perform, the conference discussion method was later extended to the training of industrial foremen to be more efficient in the duties devolving upon them, particularly in solving the many perplexing problems involving the workers under their supervision.

The College of Puget Sound, Tacoma, Wash., however, is claimed to be the first institution of higher learning to experiment with the conference discussion procedure in training college students to lead groups of various kinds and under different situations.

This experiment, which has been carried on for 3 years, followed a plan formulated by Dr. C. F. Klinefelter, Assistant to the United States Commissioner of Education, at the request of Dr. Edward H. Todd, president of the Tacoma institution.

It is impossible in a brief space to present in detail the outline and the method of operation of the course in "social leadership," as it is called by the College of Puget Sound, which has been given by Charles T. Battin, professor of education and philosophy. "The aim of the course in the beginning," Dr. Battin states, "was to train college graduates to assume their rightful places in community leadership. It has gone much further, however.

"Not only has this technique (the conference discussion method) served to bridge the gap between the theory of the new college graduate and the practical knowledge of the experienced but academically untrained average person, but it has helped the college man to discover himself, to measure himself, to test himself. While most of his previous thinking has been of the forced, spoon-fed type this technique shows him how to orient his learning and experience. It shows him how to assemble ordinary experience and common knowledge, correlate it, and apply it to concrete situations in such a way as to give him confidence and experience."

Information concerning the experimental course carried on at the College of Puget Sound is incorporated in a booklet entitled "Social Leadership," issued by the United States Office of Education. In addition to a report of the experiment this publication contains the detailed course outline formulated by Dr. Klinefelter. It describes the three different types of students enrolled in the experimental classes in social leadership, and the way in which the classes were carried on, and lists some of the results of the training program.

#### F. F. A. Convention

The Future Farmers of America, national organization of boys studying vocational agriculture in rural high schools, will hold its thirteenth annual convention at Kansas City, Mo., November 9 to 16, in conjunction with the Forty-Second American Royal Livestock Show. An added attraction in connection with the convention, also, will be the annual program of contests for students of vocational agriculture throughout the United States.

A variety of activities will occupy the attention of delegates to the F. F. A. convention. Special business sessions will be held; there will be coast-to-coast radio broadcasts by F. F. A. officers and members; and F. F. A. bands will give concerts. F. F. A. chapter scrapbooks submitted in connection with the annual national chapter contest will be on exhibit, and awards will be presented to the winners in the chapter contest, to those who have qualified as American Star Farmers for the year, and to State F. F. A. associations competing in the annual association contests. A highlight of the convention, also, will be the public-speaking contest in which contestants who

have survived local, district, and State and regional contests will compete for national honors in the field of forensics.

Prizes totaling \$1,350 will be presented to those who win the Star Farmer competition. Those who win the public-speaking contest will divide a fund of \$750 contributed by the national organization of the Future Farmers of America. Bronze, silver, and gold emblems will be awarded chapters winning the chapter contest and plaques to winners of State associations of F. F. A.

Vocational agriculture students entered in the national judging contest staged in connection with the F. F. A. convention will compete for honors in judging sheep, swine, beef cattle, draft horses, dairy cattle, poultry, carcasses and wholesale cuts of meat, and milk samples. These students will also enter animals in the livestock exhibits in connection with the American Royal Livestock Show.

Information concerning the F. F. A. convention program and the national contests for vocational agriculture students, is contained in *Miscellaneous Circular No. 17* issued by the Vocational Division, U. S. Office of Education.

#### Tells How to Do It

The advantages to the prospective retail-store employee of part-time cooperative courses for retail-store work which provide for a combination of classroom instruction and practical employment in a retail establishment are listed by the United States Office of Education. These advantages are: They offer the student a natural method of choosing an occupation by trying out work in one or more establishments; they bring his social intelligence into play, show him how to adjust himself to different situations, and impress upon him the principles of good health, cleanliness, dress, and social behavior; they develop sales ability and job intelligence, give him a technical knowledge of retailing, and offer him training in English, civics, related art, store management, related mathematics, related science, and business economics; they enable him to enter business without losing the advantages of high-school training to earn money while he is training, and to secure a background which will contribute to his promotion in the trade after graduation; they train him to assume responsibility and to develop poise, dignity, and personal address.

To assist those who are responsible for part-time cooperative training classes for retail-store workers in promoting, initiating, co-ordinating, supervising, and teaching such courses, the Office of Education has published *Vocational Division Bulletin 205, Cooperative Part-Time Retail Training Programs*.

The new bulletin may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 15 cents a copy.

# Survey Reports and Current Bulletins

by *Mary Dabney Davis, Senior Specialist in Nursery-Kindergarten-Primary Education*

★★★ Current interest in studies of community resources with special reference to guidance and health facilities for young children is illustrated in two recent surveys of educational provisions for preschool children. One, conducted in New York City by the Public Education Association was issued in 1939 under the title, *Nursery Education in New York City*, a report on a survey of nursery schools. The other survey conducted by the research bureau of the Boston Council of Social Agencies, is a *Study of the Facilities of Social Agencies and the Work Projects Administration in Boston for the Care and Training of Preschool Children*. This survey was issued in January 1940. The two reports are presented in mimeographed form.

Both surveys were made to determine the location of nursery schools and the extent to which these schools are able to supply services for young children whose parents desire it. The New York survey was also concerned with evidence of the probable permanency of the nursery school movement and the possibility of future requests to add such service to the public schools.

#### *New York City*

In its report, the Public Education Association of New York, lists several ways in which the board of education could use nursery schools to develop its whole program of mental hygiene, health, and education. These proposals include:

1. In-service training of teachers in the field of child development.
2. Schools in connection with the Bureau of Child Guidance, the Bureau of Reference, Research and Statistics and with other specialized services.
3. As a laboratory for high-school courses in home economics, child care and preparental education, and for vocational training for nursemmaids.
4. As an adjunct to the kindergarten

and elementary school, fusing the nursery program with that of the higher grades and bringing the latter in line with the newer insight into childhood needs.

5. As an advisory or consultative center for parents.

6. As a demonstration in the value of early education and a center for acquainting the public with it.

Suggestions were also made that other departments of service could benefit by available demonstration nursery schools. For example, the board of higher education could use nursery schools in connection with its teacher-training department. The department of health could use a nursery school to demonstrate a preschool program of both physical and mental health. The department of hospitals has one nursery school and could use one in connection with the pediatric department and nursing education program of every city hospital in which young children are received. The housing authorities could use a nursery school in each large housing project.

Recommendations were then made for the board of education in regard to possible initial steps to secure a sound development of nursery schools and to assure sound development for the public schools since the nursery school "assists the child to achieve maturity in terms of his own needs and nature."

#### *Boston*

The committee on day nurseries and nursery schools of the Boston Council of Social Agencies has for sometime been concerned with the fact that there is more demand for nursery schools than can be met by present facilities. Its current survey analyzes the social and educational services available for young children in Boston. In its conclusions the committee emphasizes a convergence of the ideas underlying these two types of service, for example,

the day nursery providing a safe place for working mothers to leave their young children and the nursery school providing a richer experience and training.

Following a descriptive directory of nursery schools, prekindergartens, and day nurseries an account is given of the schools' capacities and of the geographical distribution of children needing service. This account is amplified by summaries of enrollments according to children's ages, the bases followed by agencies in selecting children for admission, the organization and staffs of the schools, the length of school year and of the school day, facilities for health supervision, provisions for food, rest, play, transportation, and parent education. A statement of the costs per child is given for each of three preschool agencies and for two neighborhood houses. The schedule used in the study is reproduced.

Recommendations of the research bureau approved by the advisory committee included the following:

1. That day nurseries and nursery schools in Boston accumulate evidence and approach the school department as to the possibility of adding a transition class, including children of from 4 to 4½ years of age, in the public-school system.

2. That the W. P. A. nursery schools be recognized as a valuable demonstration of the possibilities of nursery school education under public auspices and the committee on day nurseries and nursery schools take active steps, in the event of their closing as a W. P. A. project, to see that nursery school training is continued under public auspices.

3. That cooperative planning by nursery agencies in a given district be developed to the end that existing facilities may be used to their best advantage.

4. That consideration and further

study be given to the needs of Charlestown, Brighton, and Hyde Park when there are funds available for new nursery schools.

5. That encouragement be given to further experimentation in Boston with foster day care for preschool children.

6. That the agencies participating in the committee on day nurseries and nursery schools of the Boston Council of Social Agencies act as a medium for the discussion among the agencies of such problems as the following:

(a) Criteria for the selection of children as needing day nursery or nursery school care.

(b) Cooperative plans for the use of case work skills in the admission practices of schools and nurseries.

(c) Further study of costs and standardization of the fees charged.

#### *Other Surveys*

There are other evidences that those concerned with the welfare and education of children below the age of 6 are active both in surveying State and local facilities for young children and in establishing standards for programs of guidance. The Massachusetts Association for Childhood Education appointed a committee to make a survey of private and philanthropic preschool agencies in the State. The chairman's report for the current year, 1939-40, states that replies to an inquiry have been received from 400 towns, cities, and townships. These have been listed alphabetically and filed by counties for future contact. In summary the report indicates that a majority of the schools operate for half a day and that the age range for children enrolled is 2 to 6 years. A total of 4,308 children are attending 283 private kindergartens, prekindergartens, nursery schools, day nurseries, and play groups.

*Cleveland.*—Through its preschool program the Cleveland Child Health Association is helping to assure a right start in life for the children between 2 and 5 years of age who live in Greater Cleveland. Interpretations are made of "the value and methods of good nursery education to parents, teach-

ers in nursery schools and play centers, to student nurses, doctors, social workers, and other lay and professional persons." The association is helping to promote and to coordinate the various kinds of facilities and services provided for young children in the city and to raise standards for nursery schools and preschool centers.

A current report of the director of preschool programs for the association indicates surveys of children's needs and programs developed to meet these needs in the homes, settlements, and community houses, in churches, day nurseries, foster homes, and camps. A description is given of the cooperative effort of many municipal agencies in establishing a nursery school program in the Lakeview Terrace housing project. These agencies ranged in major interest from teacher preparation in local and nearby universities and colleges to students of nursing in hospitals and parent and teacher organizations.

*Atlanta.*—During a discussion on means of securing cooperation with parents, the Atlanta Kindergarten Alumnae Club faced the problem of how a teacher with a class of over 40 pupils could really know her pupils and their parents, how she could have individual conferences or make individual records and reports. Realizing the need for developing educational opportunities for young children both in the city and in the State of Georgia and for developing further professional standards, a committee was appointed to study how the club could improve teaching conditions and help raise standards for early childhood education.

The committee reported that there was a lack of trained kindergarten teachers in Georgia and that kindergarten classes were too large for constructive child guidance. This led to a decision to study conditions in other States and in educational institutions as well as in Georgia. The study which followed was based upon inquiries sent to State and local schools regarding the following items: 1. Kindergarten standards—what is supposed to be accomplished; 2. Professional require-

ments for kindergarten teachers; 3. Teaching load and length of sessions in teacher-preparation institutions, in public schools of different sections of the United States and in the Atlanta public schools; 4. Status of kindergarten opportunities in Georgia; 5. State legislation related to the education of young children; 6. The expense of maintaining a minimum teaching load and a requirement for teachers' special preparation; 7. Nursery schools in Georgia—what becomes of the WPA and private nursery school children between the ages of 4 and 5½ years? Summaries of information received are now being made as a basis for future plans.

#### *Current Bulletins*

Many publications have been received from school systems and professional organizations which report local experiments for the improvement of curricula, teaching methods, and school organization, efforts to meet school emergencies, methods of establishing higher standards of education for young children and which provide helpful aids in teaching procedures. The following reports of current publications indicate the variety of problems which are being studied and the cooperative efforts that go into their solutions.

*Minneapolis.*—The Early Elementary School, a handbook for teachers; kindergarten, grades 1, 2, and 3. This experimental edition of the handbook issued in the fall of 1939 is an outgrowth of previous studies of causes of first-grade failure carried on by the principals and teachers of 13 grade schools in 1932. At that time an effort was made to adapt the curriculum to the needs of children in the early elementary grades. A report, *Adaption of the Curriculum to the First Four Years of School*, was submitted to the superintendent of schools at the close of the experimental period in the fall of 1934. Paralleling this experimentation, city-wide conferences of principals focused attention upon problems of organization, equipment, and content of learning experiences favorable to child growth. From these conferences

a second report was published, *A Suggested Program for the Primary School*.

Committees continued working to re-organize phases of the curriculum, particularly the social studies, English, and mathematics, and to consider improved ways of reporting children's progress to parents that would be consistent with the accepted philosophy of education. Results of these studies have now been assembled and presented for teachers' use in the hope that all children in the early elementary school years may benefit.

The handbook is in no sense a course of study, rather it is a source to which teachers may go for guidance. Its content is given briefly in the following statements:

"The philosophy which guides us in our work with young children is clearly stated.

"The principles which must be considered to incorporate this philosophy into daily practice are listed.

"Child growth is defined and the evidences of this growth are indicated.

"Maturation, or the state of maturity of the child at different age levels, is roughly characterized.

"Samples of records which indicate evidence of growth are included.

"A concept of the curriculum which is somewhat broader than that previously accepted is given. The need for making the curriculum actual life experience is noted.

"The importance of the child's environment, both in and out of school, is discussed.

"The relation of the school plant and the organization to the development of the child is clearly shown.

"The teacher is characterized as the most important single influence in the child's school environment.

"The special services and aids which the school offers are listed and described.

"Selected references to guide further study and research are included at the close of each section."

The material is so well organized with brief statements, with the use of outline and chart forms, of serial lists for objectives, questions for evaluation

and proposals for adjusted practices in teaching, organizing, and appraising the class work that teachers may well use it as a workbook and a stimulating basis for experimentation and recording progress.

*Hammond, Ind.*—When the 1939-40 school budget was attacked, the Hammond kindergartens were especially vulnerable because State tax funds are not provided for the support of kindergartens and the local tax unit stands their entire cost. *Why Have Kindergartens?* was compiled by the kindergarten committee of the Hammond Association for Childhood Education as one of several means developed to explain values of early childhood education to the general public.

A description of the kindergarten's value expressed in terms of preparing children for first grade is tangible and understandable to the man in the street. An emphasis of this type, however, does not alter the teachers' efforts to give a kindergarten child all the types of experience and the behavior guidance which he needs as a 5-year-old.

*New York State.*—A guide for superintendents, principals, supervisors, and teachers in the evaluation of their kindergartens or of their plans for establishing a kindergarten was issued in the fall of 1939 by the State Education Department of New York under the title *Some Ways of Distinguishing a Good Kindergarten*. With statements of standards and related questions on school practice this leaflet is a practical aid for both school people and parents.

Regulations of the Commissioner of Education governing the registration of private schools in New York State were approved by the board of regents in July 1939. The regulations govern "nursery, kindergarten, and/or elementary schools established and maintained by person or persons, firm or corporation, other than the public school authorities or an established religious group."

The regulations are concerned with eight essentials for an adequate program: Financial resources; preparation of the persons in charge of children; the number of children per teacher;

equipment and space both indoors and outdoors; provisions for health, safety, and sanitation; parent education; length of school day and school year; and records of child development and school activities. A copy of these regulations appears in the Bulletin to the Schools issued in September 1939 by the State education department. Accompanying the statement of regulations is an inquiry form to be completed by private schools desiring registration.

*Association for Childhood Education.*—Three new bulletins of interest to teachers of young children have recently been released. *Growth Through School Living* describes ways of grouping children which free them for progress at their own rate and within the limits of their ability. It suggests techniques of evaluating progress in handicrafts and arts, appreciations and skills, and social understandings and actions.

*Exploring Your Community*, suggests ways whereby teachers and children may become more intelligently acquainted with the life and work of the community in which they live and may make use of its resources. Included is a bibliography of books, magazine articles, and bulletins.

Among the topics discussed are the following: Community life in the harbor; problems of safety; trains serving the community; understanding natural resources; patrolling the air; and conservation of land and water.

The third bulletin is a revision of previous publications carrying the title *Equipment and Supplies*. It is a guide for wise selections based upon reports from "test centers" to which manufacturers are invited to send products for examination and testing. Each article is placed in classroom use and observations of children's reactions are recorded on a check list. Materials that meet standards established by the association's committee are included in the list. Suggested equipment is given for nursery school, kindergarten, and primary grades. Classified lists are given of products used in today's classrooms and the names of places where they may be obtained are given.

# Minimum Certification Requirements for Teachers

by Benjamin W. Frazier, Senior Specialist in Teacher Training

★★★ Reports from the State departments of education in 47 States show a steady rise in minimum scholastic requirements for the certification of beginning teachers. During the decade 1930-40, the rise in the amount of preparation required averaged more than 1 year.

The accompanying tables outline certain minimum State teacher-certification requirements for beginning elementary and junior high-school teachers, and for high-school teachers of academic subjects. Information is presented concerning minimum scholastic requirements (table 1), requirements in professional education and student teaching (table 2), and certain requirements in respect to age, health, citizenship, and oath of allegiance (table 3). Other material is presented which indicates the agencies that control certification and issue certificates, and the bases upon which certificates are issued.

Only a brief outline of requirements can be presented here. Anyone interested in securing detailed requirements and in applying for certificates in a given State should address the State department of education at the State capital.

## Systems of Control

The State board of education, State superintendent of public instruction, or State board of examiners issues or exercises complete control over the issuance of certificates in all States, except as follows:

1. *Arkansas, Illinois, Missouri—State-controlled system.*—State governs the issue of certificates (including giving questions and examining papers), but county authorities issue some certificates under State control or regulations. Practically, the State is the responsible agent.

2. *Mississippi—Semi-State system.*—State exercises some but not full control. County authorities mark applicants' examination papers and issue

certificates, and to this extent influence standards; but questions are prepared by State authorities, who also make regulations governing examinations.

3. *California—State-county system.*—Both State and county authorities govern all of important certification regulations, formulate questions, mark papers, and issue certificates.

4. *Massachusetts—State-local system.*—Full power of certification is accorded local town committees; State has no State-wide certification system, but issues certificates to certain groups of teachers and administrators.

In addition to the foregoing agencies, cities or colleges also issue certificates directly to applicants in the States which follow:

1. *City issuance.*—One or more cities are authorized to issue certificates directly to applicants in Colorado (Denver, special subjects only), Delaware (Wilmington), Illinois (Chicago), Kansas, Maryland (Baltimore), Massachusetts, Missouri, New Jersey, New York, North Dakota, Oregon (Portland), and Washington.

2. *College or university issuance.*—One or more State normal schools, State teachers colleges, State colleges, or State universities are authorized to issue certificates, or to confer diplomas or degrees that in themselves may constitute certificates, in Colorado, Idaho, Kansas, Missouri, Montana, New York, North Dakota, Utah, and Washington.

## Bases of Issuance of Certificates

Certificates are issued upon three bases, variously among States:

*Upon college credentials.*—Every State issues one or more types of certificates upon the basis of college credits. Such credits may be earned either within or without the State, if in accredited institutions.

*Upon examinations.*—In addition to the issuance of certificates upon the basis of college credentials, the States which follow also issue one or more

types of certificates upon the basis of State, county, or local examinations: Arkansas, California (in the case of a few teachers certificated upon the basis of county examinations), District of Columbia (bachelor's and master's degrees required as prerequisites to examinations for elementary and high-school teachers, respectively), Florida, Illinois, Iowa, Kansas, Massachusetts (examinations by local authorities authorized but local authorization to teach on the basis of institutional credentials predominates), Mississippi, Missouri, Montana, Nebraska, North Dakota, Oklahoma, South Dakota, Tennessee, Texas, West Virginia, and Wyoming.

*Upon out-of-State certificates, by exchange or reciprocity.*—Only a few States issue certificates in exchange for certificates issued in other States. Such States usually demand that out-of-State certificates meet the requirements for the certificates issued as equivalents. They also demand evidence concerning the preparation received by applicants submitting out-of-State certificates for recognition. States issuing exchange certificates include: Delaware (conditional), Iowa, Kentucky (provided Kentucky requirements are met in detail), Maine (provided requirements of other States meet those of Maine), Mississippi, Tennessee (permitted but in practice not issued), Vermont (provided out-of-State standards are as high as Vermont's), and Virginia.

## States Not Issuing Life Certificates

States not issuing life certificates tend to increase in number. They include: Alabama, Arizona, Arkansas, Delaware, District of Columbia, Florida (in effect), Maine (except to teachers in service prior to August 1, 1932), Maryland, Massachusetts, Michigan, North Carolina (issued to school administrators and supervisors only), South Carolina, Utah, Vermont, Virginia, and Washington.

(See next page for tables)

TABLE 1.—Minimum State or county educational requirements in years above high-school graduation, for lowest grade regular elementary, junior high school, or academic high-school certificates granted to inexperienced applicants, May 1940

| State                | Types of certificates and minimum requirements                         |   |  |   |       |
|----------------------|--|---|--|---|-------|
|                      | Elementary school  |   | Junior high school for all 3<br>junior high school grades;<br>college years required | Senior or 4-year high school;<br>college years required | State |
|                      | College years required for certificate issued upon college credentials | Scholarship prerequisites for certificate issued upon examination <sup>1</sup>                |  |   |       |
| 1                    | 2  | 3   | 4  | 5   |       |
| Alabama              | 8 2  |   | 4 4  |   |       |
| Arizona              | 4  |   | 4 5  |   |       |
| Arkansas             | 1  | None specified  | 2 4  |   |       |
| California           | 4  | High-school graduation or equivalent <sup>2</sup>   | 3 4  | 5   |       |
| Colorado             | 7 3  |   | 7 3  | 4   |       |
| Connecticut          | 4  |   | 5 4  | 4   |       |
| Delaware             | 4  |   | 4 4  | 4   |       |
| District of Columbia | 9 4  | 4-year college graduation (bachelor's degree)   | 10 4   | 5   |       |
| Florida              | 2  | 30 semester hours   | 2  | 4   |       |
| Georgia              | 2  | High-school graduation  | 3  | 3   |       |
| Idaho                | 2  |   | 1 2  | 4   |       |
| Illinois             | 2  | High-school graduation and 1 year additional  | 2  | 4   |       |
| Indiana              | 11 4   |   | 4  | 4   |       |
| Iowa                 | 12 2   | High-school graduation and 1/2 year additional  | 2  | 4   |       |
| Kansas               | 1  | High-school graduation, including high-school normal training courses                         | 1 2  | 4   |       |
| Kentucky             | 2  |   | 4  | 4   |       |
| Louisiana            | 13 4   |   | 13 4   | 4   |       |
| Maine                | 14 2   |   | 13 4   |   |       |
| Maryland             | 10 3   |   | 4 4  |   |       |
| Massachusetts        | (17)   |   | (17)   |   |       |
| Michigan             | 11 2   |   | 4 4  |   |       |
| Minnesota            | 10 1/2   |   | 4 4  |   |       |
| Mississippi          | 3 6  | None specified  | 2 2  |   |       |
| Missouri             | 2 2  | High-school graduation or equivalent  | 4 4  |   |       |
| Montana              | 2  | High-school graduation and 2 years of special preparation                                     | 2  | 4   |       |
| Nebraska             | 21 1   | High-school graduation equivalent in normal training high schools                             | 3  | 4   |       |
| Nevada               | 1  |   | 3 4  |   |       |
| New Hampshire        | 3  | (29)  | 3 4  |   |       |
| New Jersey           | 3  |   | 4 4  |   |       |
| New Mexico           | 1  |   | 4 4  |   |       |
| New York             | 23 3   |   | 24 4   |   |       |
| North Carolina       | 4  |   | 4 4  |   |       |
| North Dakota         | 1  | None specified  | 2 4  |   |       |
| Ohio                 | 2 1/2  | Completion of 2 to 4 years' high-school work for limited elementary certificate <sup>28</sup> | 4 4  |   |       |
| Oklahoma             | 27 23 3  | 6-weeks summer session within past 4 years <sup>29</sup>                                      | 28 4 1/2   |   |       |
| Oregon               | 4  |   | 4 4  |   |       |
| Pennsylvania         | 4  |   | 4 4  |   |       |
| Rhode Island         | 4  |   | 4 4  |   |       |
| South Carolina       | 1  |   | 4 4  |   |       |
| South Dakota         | 26 1   |   | 2 4  |   |       |
| Tennessee            | 2  | None specified  | 4 4  |   |       |
| Texas                | 20 1   | None specified <sup>30</sup>  | 2 2  |   |       |
| Utah                 | 21 3   |   | 4 4  |   |       |
| Vermont              | 2  |   | 4 4  |   |       |
| Virginia             | 22 2   |   | 4 4  |   |       |
| Washington           | 23 3   |   | 3 5  |   |       |
| West Virginia        | 23 1/2   | High-school 16 units, plus 1 year college   | 4 4  |   |       |
| Wisconsin            | 26 2   |   | 3 4  |   |       |

TABLE 1.—Concluded

| State   | Types of certificates and minimum requirements                         |  |  |   |       |
|---------|--|--|--|---|-------|
|         | Elementary school  |  | Junior high school for all 3<br>junior high school grades;<br>college years required | Senior or 4-year high school;<br>college years required | State |
|         | College years required for certificate issued upon college credentials | Scholarship prerequisites for certificate issued upon examination <sup>1</sup> |  |   |       |
| Wyoming | ** 1   | High-school graduation and 1 year of special preparation.                      | 4  | 4   |       |

<sup>1</sup> Leader lines (—) indicate that no examinations are given.

<sup>2</sup> Does not pertain to grades 7 and 8 of elementary schools alone. Requirements are applicable to teachers of the first year of 4-year high schools in States where junior high school teachers are not separately certificated. See also footnote 5.

<sup>3</sup> After Sept. 1, 1941, 3 years.

<sup>4</sup> As in certain other States, 1 secondary certificate is required of all teachers, grades 7-12.

<sup>5</sup> Junior high school certificates are specifically and separately provided.

<sup>6</sup> Very few teachers are certificated on the basis of county examinations.

<sup>7</sup> 2 years required for State nonrenewable 1-year pregraduate permit for students in Colorado colleges only.

<sup>8</sup> As in certain other States (cf. footnote 2), an elementary teacher may teach in grades 7 and 8, whereas a 4-year college graduate may teach in ninth grade.

<sup>9</sup> Plus examination.

<sup>10</sup> An additional type of certificate is based on 5 years of work (master's degree).

<sup>11</sup> 4 years after July 1, 1940.

<sup>12</sup> Also graduation from 4-year normal training high schools.

<sup>13</sup> Degree required Sept. 1, 1940.

<sup>14</sup> 2 years' minimum for nonprofessional certificate; 3 years for professional.

<sup>15</sup> Includes, in Maine, 18 semester-hours of professional training. Similar inclusion of professional work is made in figures for other States.

<sup>16</sup> 4 years for all new white teachers.

<sup>17</sup> No State-wide teacher certification system, but a few specialized types of certificates are issued. Teachers are usually qualified by local authorities on the basis of college credentials, or by examination. Typical local minimum levels of preparation estimated as 3-4 years for elementary teachers, and 4 years for high-school teachers.

<sup>18</sup> Also a certificate based upon graduation from 1-year county normal schools, valid only in primary school districts (rural) not employing more than 2 teachers.

<sup>19</sup> Graduation from high-school normal training departments including 1 year of work beyond regular 4-year high-school course, for ungraded elementary (rural) schools; 2 years required in graded elementary and accredited ungraded elementary schools.

<sup>20</sup> Graduates of teacher-training courses of first-class high schools are also certificated.

<sup>21</sup> Qualifies only in rural elementary schools. 2 years required in town and city schools.

<sup>22</sup> Examinations chiefly in subjects in professional education.

<sup>23</sup> 4 years after July 1, 1941.

<sup>24</sup> 5 years after January 1943, for teachers of academic subjects.

<sup>25</sup> After September 1942, 4 years will be required.

<sup>26</sup> Only about 20 certificates issued on 2-year level in 1939.

<sup>27</sup> Effective Jan. 1, 1939, to Jan. 1, 1941, 2 1/2 years; after Jan. 1, 1941, 3 years.

<sup>28</sup> 4 term-hours covering Oregon history, school law, and system of education are required. From Feb. 10, 1941, to Feb. 10, 1943, 1/2 of a year of graduate work will be required and after Feb. 10, 1943, 1 year.

<sup>29</sup> For rural schools only.

<sup>30</sup> More than 95 percent of Texas teachers, however, have more than 1 year of college preparation.

<sup>31</sup> By Sept. 1, 1942, 4 years.

<sup>32</sup> 4 years on and after Sept. 15, 1942.

<sup>33</sup> 4 years beginning Sept. 1, 1942.

<sup>34</sup> 2 years after 1940.

<sup>35</sup> Graduation from accredited 2-year rural school curricula of county normal schools or State teachers colleges permits teaching only in rural schools and elementary grades of State graded schools. Elsewhere 3 years are minimum.

<sup>36</sup> Elementary permit, valid for 3 years; issued to residents of Wyoming only. Completion of a fourth- or fifth-year of normal training in a Wyoming high school satisfies the scholastic requirements.

TABLE 2.—Minimum requirements in professional education and student teaching for high-school certificates issued to inexperienced teachers of academic high-school subjects on a basis of 4 years<sup>1</sup> of college preparation, May 1940

| State                | Number of semester-hours required <sup>2</sup>                     |  |                                  |  |  |
|----------------------|--|--|----------------------------------|--|--|
|                      | Professional education, including student teaching and observation |  | Student teaching and observation |  |  |
| Alabama              | 15-24  |  | 0-3                              |  |  |
| Arizona              | 3 24   |  | 3                                |  |  |
| Arkansas             | 16   |  | 3                                |  |  |
| California           | 4 18   |  | 4                                |  |  |
| Colorado             | 20   |  | 6                                |  |  |
| Connecticut          | 6-12   |  | 0-6                              |  |  |
| Delaware             | 18   |  | 6                                |  |  |
| District of Columbia | 5 24   |  | 4                                |  |  |
| Florida              | 18   |  | 3                                |  |  |
| Georgia              | 7 9  |  | 3                                |  |  |
| Idaho                | 15   |  | 3                                |  |  |
| Illinois             | 15   |  | 3                                |  |  |
| Indiana              | 15   |  | 3                                |  |  |
| Iowa                 | 15   |  | 3                                |  |  |
| Kansas               | 15   |  | 3                                |  |  |
| Kentucky             | 18   |  | 3                                |  |  |
| Louisiana            | 18   |  | 3                                |  |  |
| Maine                | 18   |  | 3                                |  |  |
| Maryland             | 16   |  | 3                                |  |  |
| Massachusetts        | 10 12  |  | 3                                |  |  |
| Michigan             | 20   |  | 3                                |  |  |
| Minnesota            | 15   |  | 3                                |  |  |
| Mississippi          | 18   |  | 3                                |  |  |
| Missouri             | 15   |  | 3                                |  |  |
| Montana              | 15   |  | 3                                |  |  |
| Nebraska             | 15   |  | 3                                |  |  |
| Nevada               | 18   |  | 3                                |  |  |
| New Hampshire        | 12   |  | 3                                |  |  |
| New Jersey           | 18   |  | 3                                |  |  |
| New Mexico           | 15   |  | 3                                |  |  |
| New York             | 18   |  | 3                                |  |  |
| North Carolina       | 18   |  | 3                                |  |  |
| North Dakota         | 16   |  | 3                                |  |  |
| Ohio                 | 17   |  | 3                                |  |  |
| Oklahoma             | 10 10  |  | 4                                |  |  |
| Oregon               | 19   |  | 3                                |  |  |
| Pennsylvania         | 18   |  | 3                                |  |  |
| Rhode Island         | 25   |  | 3                                |  |  |
| South Carolina       | 18   |  | 3                                |  |  |
| South Dakota         | 15   |  | 3                                |  |  |
| Tennessee            | 18   |  | 3                                |  |  |
| Texas                | 24   |  | 3                                |  |  |
| Utah                 | 18   |  | 3                                |  |  |
| Vermont              | 12   |  | 3                                |  |  |
| Virginia             | 18   |  | 3                                |  |  |
| Washington           | 16   |  | 3                                |  |  |
| West Virginia        | 15   |  | 3                                |  |  |
| Wisconsin            | 18   |  | 3                                |  |  |
| Wyoming              | 16   |  | 3                                |  |  |

<sup>1</sup> 5 years in Arizona and California.

<sup>2</sup> Quarter-hour or year-hour requirements are expressed in terms of semester-hours.

<sup>3</sup> Includes 6 hours' graduate work (5 years' college preparation required for certificate).

<sup>4</sup> 1 year of graduate work required; 18 semester-hours in education required, including 6 in graduate work.

<sup>5</sup> Master's degree required for high-school teaching.

<sup>6</sup> Beginning Sept. 1, 1941, 6 semester-hours required.

<sup>7</sup> For provisional certificate, 9 semester-hours, for professional certificate, 18.

<sup>8</sup> 18 semester-hours recommended.

<sup>9</sup> 34 observation and practice periods required; usually practice is offered in conjunction with methods courses.

<sup>10</sup> For State-aided high schools. Options for inexperienced teachers: 4 courses of 30 hours each in professional subjects in an approved summer school; or, diploma from an approved teachers college or normal school.

<sup>11</sup> May be increased to 5 or 6 hours by State department of education if deemed necessary.

<sup>12</sup> X indicates that a general requirement of student teaching is made, which does not specify the number of semester-hours.

<sup>13</sup> 150 clock-hours.

<sup>14</sup> Temporary substitution of 2 semester-hours in methods accepted when applicant is unable to meet requirements.

<sup>15</sup> Exclusive of general psychology.

<sup>16</sup> 1-year renewable certificate. 20 hours required for life certificate.

<sup>17</sup> Standard is 400 class-appointment or clock-hours in the study of education.

TABLE 3.—*States having minimum prerequisites in respect to age, health, citizenship, and oath of allegiance for issuance of teachers' certificates, May 1940*

| State                | Minimum age | Proof of good health | Citizenship | Oath of allegiance to Constitution of United States or of State |
|----------------------|-------------|----------------------|-------------|---|
| 1                    | 2           | 3                    | 4           | 5   |
| Alabama              | 17          |                      |             |   |
| Arizona              | 18          |                      | ×           | ×   |
| Arkansas             |             | ×                    | 2           | ×   |
| California           | (1)         | ×                    |             | ×   |
| Colorado             | 18          |                      |             | ×   |
| Connecticut          | 18          | ×                    |             |   |
| Delaware             | 20          |                      |             |   |
| District of Columbia |             | 2                    | ×           | ×   |
| Florida              | 3           | 19                   | 2           |   |
| Georgia              | 18          | ×                    |             | ×   |
| Idaho                | 18          | ×                    |             |   |
| Illinois             | 18          |                      |             |   |
| Indiana              |             | ×                    |             | ×   |
| Iowa                 | 18          |                      |             |   |
| Kansas               |             |                      |             |   |
| Kentucky             | 18          |                      |             |   |
| Louisiana            |             |                      |             |   |
| Maine                | 17          |                      |             |   |
| Maryland             | 18          | ×                    | 2           |   |
| Massachusetts        |             |                      |             | ×   |
| Michigan             | 18          |                      | 2           | ×   |
| Minnesota            |             | ×                    |             |   |
| Mississippi          | 18          |                      |             |   |
| Missouri             |             | 2                    | 2           |   |
| Montana              | 18          | 2                    | 2           | 2   |
| Nebraska             | 18          |                      | 2           |   |
| Nevada               | 18          |                      | 2           |   |
| New Hampshire        |             |                      |             |   |
| New Jersey           | 18          | 2                    | 2           |   |
| New Mexico           | 18          | 2                    | 2           |   |
| New York             | 18          | 2                    | 2           | 2   |
| North Carolina       | 18          | 2                    | 2           |   |
| North Dakota         | 18          | 2                    | 2           | 2   |
| Ohio                 | 18          |                      |             |   |
| Oklahoma             | 20          | 2                    | 2           |   |
| Oregon               | 18          |                      |             | 2   |
| Pennsylvania         | 18          | 2                    | 2           |   |
| Rhode Island         | 19          | 2                    | 2           | 2   |
| South Carolina       | 18          | 2                    | 2           | 2   |
| South Dakota         | 18          | 2                    | 2           | 2   |
| Tennessee            | 18          |                      | 2           |   |
| Texas                | 18          |                      | 2           |   |
| Utah                 | 18          | 2                    | 2           |   |
| Vermont              | 17          |                      |             |   |
| Virginia             | 18          |                      |             |   |
| Washington           | 18          | 2                    | 2           | 2   |
| West Virginia        | 18          | 2                    | 2           | 2   |
| Wisconsin            |             |                      |             |   |
| Wyoming              | 18          |                      | 2           |   |

<sup>1</sup> No requirement specified except for county certificates, 18 years.

<sup>2</sup> Declaration of intention to assume citizenship accepted by State.

<sup>3</sup> Must be 19, July 1, 1940; and 20, July 1, 1941.

<sup>4</sup> Pledge of loyalty.

<sup>5</sup> Required for employment, but not for certificate to teach.

<sup>6</sup> Except for graduates of Wyoming high-school training departments, for whom no age requirement is specified.



**"Both the present demands of the war emergency and the prospective demands of the necessary readjustments inevitably to follow, emphasize the need of providing in full measure for the education of all the people."**

*Quoted from a Teachers' Leaflet issued by the Bureau of Education in 1918.*

## Grade Enrollment

(Concluded from page 7)

or a larger proportion of those attending staying in school to graduate.

It is possible from this graph to follow a single class through the 12-year period and see how it has survived from entrance to graduation. In doing this, however, it should be remembered that the first grade does not represent the total number of persons entering school for the first time during a single year because it includes also the largest number of retarded pupils who are repeating a grade. It is, therefore, safer to begin with the fourth or fifth grade as reasonably representative of the actual number of pupils who entered the first grade for the first time.

To follow the class which entered school in 1910, one should, therefore, begin with the fifth grade in 1914-15 and follow diagonally downward to the right to the sixth grade in 1915-16, the seventh grade in 1916-17, the eighth grade in 1917-18, first year of high school in 1918-19, second year of high school in 1919-20, the third year of high school in 1920-21, and the fourth year of high school in 1921-22. To see the greater extent to which students are being held in school through the 4 years of high school in recent years than were retained from 1910 to 1922, follow a similar class for a later period, for example, the class graduating in 1938. This class was in the fifth grade in 1930-31 and had 400,900 more pupils enrolled at that time than the class graduating in 1922 had in its fifth grade in 1914-15. By the time the fifth grade in 1930-31 reached the last year in high school in 1937-38, it had more than 787,305 more students remaining to graduate than did the class 16 years earlier. The progress of these two classes, from the fifth grade on, is shown below:

| Elementary:   | Class of 1922 | Class of 1938 |
|---------------|---------------|---------------|
| Fifth grade   | 2,021,627     | 2,422,527     |
| Sixth grade   | 1,784,266     | 2,277,913     |
| Seventh grade | 1,481,027     | 2,119,972     |
| Eighth grade  | 1,286,221     | 2,005,151     |
| High school:  |               |               |
| First year    | 866,519       | 1,912,549     |
| Second year   | 575,950       | 1,619,862     |
| Third year    | 455,842       | 1,314,403     |
| Fourth year   | 362,201       | 1,150,506     |

## The Department of Commerce

(Concluded from page 10)

State. The course of lectures lasts 10 days and is given twice a year. About 25 are in attendance. The lectures are designed especially for unclassified vice consuls who have returned after a year's experience in the field.

The Department also gives two special programs for the benefit of certain members of the several bureaus.

The first consists of a series of six consecutive weekly classes under the direction of a special lecturer on the subject Writing Effective Government Letters. Given on Government time, these classes are for the benefit of those who sign, review, and/or dictate letters. The attendance is limited to 15 persons from each Bureau. Special attention is given to the following topics on letter writing: Completeness, conciseness, clarity, accuracy, tone, and appearance.

The second program consists of a series of lecture-discussion meetings on problems of supervision. There are 10 weekly meetings. The attendance includes three different groups of supervisors: Those supervising sections whose grades are not above CAF-7 or P & S-2, those who direct P & S-4, and division chiefs and assistant division chiefs. The subjects discussed at the 10 sessions are dealt with from the standpoint of human relations between supervisors and those supervised and not with work relationships. These subjects are listed as follows: Getting right man on job; morale, keeping the men satisfied; maintaining discipline; settling differences among workers; promoting team work and cooperation and taking an interest in the employees; keeping workers informed and interested; eliminating false rumors; breaking-in employees; providing first-aid, health, and sanitation; and cooperating with other supervisors and units.

The Department offers after hours to employees at a nominal fee courses in French, German, advanced conversational French, elementary German, advanced German, elementary Spanish, and public speaking.

# EDUCATIONAL NEWS



## In Public Schools

### School Boards Meet

The National Association of Public School Boards will hold its third annual convention November 11-13 in the Hotel Morrison, Chicago, Ill. More than 1,200 officers and members of local, county, and State boards of education are expected to attend. Joseph H. Davis, Muncie, Ind., is president of the association and Lynn Thompson, Minneapolis, Minn., is secretary-treasurer. According to a circular issued by the National Association of Public School Boards announcing the meeting, "School board members, upon whom devolve the responsibility of finally determining the policies to be pursued by public education in the United States, will seek at the convention to clarify the educational issues concerned with continuance of the democratic way of life. They will also endeavor to throw the full strength of the public schools into a Nation-wide movement to educate children and adults to an appreciation and understanding of the responsibilities of democratic citizenship."

### To Investigate State Aid

"A joint legislative committee has been appointed in New York to investigate State aid to education and the New York City public schools and colleges," according to a recent issue of the *Journal of the New York State School Boards Association*. "The committee will consist of 13 members—6 to be appointed by the president pro tem of the senate (4 of whom shall be senators, and the other 2 may but need not be senators) and 7 to be appointed by the speaker of the assembly (5 of whom shall be assemblymen and the other 2 may but need not be assemblymen.) A \$30,000 appropriation is available for this study of the 'State aid formulae.' The committee is to make its final report on or before February 1, 1941."

### Pennsylvania's School Budgets

"The total appropriation from the general fund to the Department of Public Instruction of Pennsylvania for 1939-41 is \$92,376,100," according to *Public Education*, a bulletin issued by that department. This involves a total of 127 separate budgets including

control budgets, object budgets, and functional budgets. In addition, there are 3 special fund budgets which must be prepared. This makes a grand total of 130 individual budgets against which expenditures by the various agencies are checked currently.

"All budgets are prepared 4 times a biennium. Requests will be made

## Convention Calendar

**AMERICAN PRISON ASSOCIATION.** *Cincinnati, Ohio, Oct. 21-25.* President: James V. Bennett, 119 Leland Street, Chevy Chase, Md. Secretary: E. R. Cass, 135 East Fifteenth Street, New York, N. Y.

**ASSOCIATION OF AMERICAN MEDICAL COLLEGES.** *Ann Arbor, Mich., Oct. 28-30.* President: Russell H. Oppenheimer, Emory University, Atlanta, Ga. Secretary: Fred C. Zapffe, 5 South Wabash Avenue, Chicago, Ill.

**ASSOCIATION OF SUMMER SCHOOL DIRECTORS.** *Ann Arbor, Mich., Oct. 11-12.* President: T. A. H. Teeter, University of Minnesota, Minneapolis, Minn. Secretary: L. A. Hopkins, University of Michigan, Ann Arbor, Mich.

**NATIONAL ASSOCIATION OF PUBLIC-SCHOOL BUSINESS OFFICIALS.** *Detroit, Mich., Oct. 14-18.* President: John W. Lewis, Department of Education, Baltimore, Md. Secretary: H. W. Cramblet, Board of Public Education, Pittsburgh, Pa.

**NATIONAL COUNCIL OF YOUNG MEN'S CHRISTIAN ASSOCIATION.** *Pittsburgh, Pa., Oct. 25-27.* President: Ralph W. Harbison, Farmers Bank Building, Pittsburgh, Pa. Secretary: John E. Manley, 347 Madison Avenue, New York, N. Y.

shortly to all of the boards, agencies, commissions, and institutions, whose fiscal affairs clear through the department of public instruction, to submit estimates of detailed expenditures by object accounts for the next 6-month period, June 1-November 30, 1940. When these budgets are received, they will be checked and transmitted to the Governor's budget office.

"Budgets are controlled by this department so that expenditures in all

administrative budgets are kept within the amount appropriated or allocated. Each month an itemized report of each appropriation and allocation is prepared in this department, a copy of which is sent to the agency concerned, and to the Governor's budget office. This report shows expenditures for the preceding month, for the current month, and for the biennium to date, together with budget estimates for each account for the month and for the biennium to date and comparison of expenditures with budgeted amounts."

### Good Citizenship

"American citizenship," according to *News of the Week*, a publication issued by the department of public instruction of Lansing, Mich., "will be the keynote of the program of instruction now being developed in the public schools of that State. Increased emphasis on the whole program and greater stress on its various phases have enlisted the attention and support of school administrators all over the State. Patriotic exercises such as saluting the flag and repeating the oath of allegiance will still be emphasized, according to the superintendent of public instruction. But citizenship implies more obligations than these, he believes.

"The good citizen, in the school, in the home, or the community, has a deep sense of obligation to those who live or work with him and responsibility for the maintenance of our common institutions, our common property, and our form of government. These duties and these loyalties can and will be taught in the schools."

"This is not a new program for the schools, but the additional emphasis to be placed upon it during the coming months is the result of greater public consciousness of its importance. New instructional materials now being developed will aid materially in focusing the attention of school administrators on citizenship and will suggest more avenues for teaching and living."

### Visual Education Project

"Through the cooperation of the State Department of Public Instruction of North Carolina, the University of North Carolina, and the Work Projects Administration," according to North Carolina *Public School Bulletin*, "a visual education project has been set up with headquarters in the extension division of the university at Chapel Hill. This project will open production units

in all parts of the State. One is already active in Durham and four are being formed—in Asheville, Greensboro, Raleigh, and at the Marine Museum at Beaufort. As the demand arises other units will begin work.

"The purpose of the project is to make pictorial or visual materials available to the schools at the actual cost of materials. Through advisers, research in curriculum, and close contact with teachers, the staff is constantly seeking to learn what materials are most needed and to fill this need at the least possible cost."

#### Letter to Principals and Others

The superintendent of schools of Los Angeles, Calif., has addressed a letter to his principals, directors, and supervisors regarding a booklet entitled *Program of Americanism in the Los Angeles City Schools*. "The booklet offers a summary of the ideals and principles of Americanism upheld by our school system, and the methods and practices by which these principles are inculcated. It presents a recapitulation of the courses and procedures by which schools plan to train young people to be loyal and useful citizens in a democracy."

W. S. DEFFENBAUGH



## In Colleges

#### In Junior Colleges

Almost exactly one-third of the students in junior colleges of the United States are enrolled in terminal curricula according to a recent report of the American Association of Junior Colleges. Terminal curricula are designed for students who wish in 1 or 2 years to gain an understanding of their intellectual, social, and civic environments, to explore several fields as an aid in making occupational choice, or to acquire vocational training which will lead to employment in semiprofessional fields.

#### Military Training

The perennial question among students at Cornell University whether military drill should be optional or compulsory has been settled by the trustees of the university. Until further notice all men in the freshmen and sophomore classes will be required to study basic courses in military science and tactics. As a land-grant college, Cornell has been required to offer such courses and it has been the prerogative of the university to decide whether they should be optional or compulsory.

Since the opening of the university in 1868, they have been compulsory. Periodically there has been a student agitation for a change. A committee of trustees which had studied the question during the past year decided to make no change after finding that because of events in Europe agitation had died down. In fact, they found that many students were eager to continue their military studies in the advanced courses offered on a voluntary basis.

#### Unemployment and College

Nearly one-half of the high school graduates wanting to work their way through college cannot find employment and consequently do not enter any college, according to the results of a 5-year study completed by Prof. A. C. Payne of Indiana State Teachers College, and faculty director of the National Youth Administration.

Included among those unable to find work to finance their continued education are many of the best academic possibilities. Professor Payne began his study in 1935 to determine how many prospective freshmen who are unable to obtain National Youth Administration employment do not go to college anywhere. Professor Payne's studies show that 55.4 percent of those not on the National Youth Administration rolls did not enter or remain in college.

If high school graduates do not enter college sometime during the first year after their graduation, it is not likely that they ever will enter college. He indicates that the percentage of non-attendance in college of those denied National Youth Administration assistance is rising. In 1937 it was 46.7 percent, in 1938 43.1 percent, and 1939, 55.4 percent.

The survey covered college enrollments totaling 16,504, and National Youth Administration enrollments of 3,454. Referring to the situation at Indiana State Teachers College, he said: "Theoretically speaking, if anyone, passing through the college halls during the last five years, had met five students, one of them would have been a student enrolled for work in the National Youth Administration."

Students on National Youth Administration have been the most outstanding single group of students on the Indiana State Teachers College Campus, so far as grade making is concerned. In 1938 every honor awarded on honor day in which one person represented either a group or the entire college was won by a National Youth Administration student.

#### A Review of Scholarship

The Catholic University of America, during the recent summer session, gave an interesting series of lectures which were open to the general public, on the History of Science in the United States. These lectures were given principally by members of the university faculty and included a brief history of the development of the particular sciences, summaries of current research trends in the several fields with emphasis on the American contribution, and a statement of probable research trends in American science in the near future.

The sciences covered included mathematics, physics, chemistry, zoology, biochemistry, botany, geology, geography, experimental psychology, and anthropology.

WALTON C. JOHN



## In Libraries

#### Index to Location

Printed materials needed for the research and industrial activity occasioned by the national-defense program are being inventoried by a group of research and technical librarians. When completed the survey will show in which libraries are located the monographs and scientific articles on certain highly specialized subjects, such as airplane design, price control, alloys, etc. This index to location will be available not only in Washington but also in centers close to the defense industries. The work has been undertaken as a result of plans made by representatives of the Library of Congress, the American Library Association, the Special Libraries Association, and the Library Service Division of the United States Office of Education.

#### Special Display

With the caption, Uncle Sam—Author, Printer, and Bookseller, the Florida State College for Women at Tallahassee recently featured a special display of United States Government publications. The purpose of the exhibit was to show to teachers and students in general the usefulness, attractiveness, and low cost of this printed material. One case contained pamphlets and bulletins of special use in education; another, the wide range of subjects covered by Federal publications; others, the best sellers among the Government bulletins, examples of fine Government printing, and samples of periodicals issued under Federal auspices.

### Best Equipped

Speaking before a group of librarians of teacher-training institutions, Dr. M. Lanning Shane of the George Peabody College for Teachers maintained that in any faculty the person best equipped to handle audio-visual aids is a member of the library staff. The librarian, by reason of her technical library training, can handle the important services of acquisition, preparation, and distribution of these tools for instruction. Furthermore, he pointed out that the use of motion pictures, the slide, the museum object, and the model inevitably cause the need for more reading material and hence have a logical place in the library.

### Just Dedicated

Mason City, Iowa, has just dedicated a new library building, with 30,000 square feet and with desk arrangements especially devised to give effective library service. Particular attention, too, has been paid to the lighting arrangements in the reading rooms. Easy supervision of the bookstacks is attained in part by the use of a bank screen instead of a solid wall. An attractive children's room is reached by a Peter Pan walk.

### Readers' Association Formed

A New York Public Library Readers' Association has been formed by the readers at the branches for the purpose of assisting in the expansion and improvement of library service. The organization plans to direct its attention to a number of objectives, including larger book funds for the library, enlarged reference facilities, and improved physical plant facilities where needed.

### Study Completed

A study of college libraries has recently been completed by Harvie Branscomb, director of libraries at Duke University, for the Association of American Colleges. Published under the title, *Teaching With Books*, this research project "undertook to study the college library from the standpoint of its educational effectiveness rather than its administrative efficiency."

With due recognition of the fact that certain aspects of a library's usefulness cannot be measured objectively, Dr. Branscomb analyzed statistically the use of a group of university and college libraries as recorded in circulation and reserve-book figures, involving the reading of some 20,000 undergraduates. Attention was paid also to the relation between scholarship and use of the library by college students. According to the findings presented in this study,

the college library, even with its present increased book resources, is not being utilized to the extent that it should be. Dr. Branscomb maintains that "the program of the library and that of the faculty have not been a unit." Remedies are suggested in the chapter entitled "Bridging the Gap."

### Would Conduct Experiments

Writing in *College and Research Libraries*, Percy E. Clapp of the New York Public Library urges the establishment of a library technical research service and laboratory. He proposes that a compact group of about 30 university and public libraries finance jointly the undertaking, which would conduct experiments with paper, inks, lighting, sound, ventilation, wall coloring, various kinds of equipment, the physical form of the card catalog, and other technical problems of libraries.

### Promote Library System

According to the 1939 annual statistical report of the Minnesota Library Service Division, over a million inhabitants in the State are still without access to public libraries. In order to remedy this situation, the State director of libraries, Lee F. Zimmerman, states that an effort is being made to promote a library system on a county or regional basis. At present although 3 Minnesota counties have 100 percent library coverage, Mr. Zimmerman points out that the remaining 84 provide service for only 30 percent of the total population within their borders and that their per capita expenditure for library operation is only 24 cents as contrasted with that of \$1 recommended as a minimum standard by the American Library Association.

RALPH M. DUNBAR

## In Other Government Agencies

### National Youth Administration

Under the provisions of the act appropriating \$67,884,000 to carry on the work of the National Youth Administration for the fiscal year 1941, funds for the NYA program must be allocated on a youth population basis. Needy young men and young women between the ages of 18 and 24 are to be employed on publicly cosponsored projects designed to provide youth with work experience and basic training and at the same time provide useful services or facilities to the community.

Increasing emphasis is being placed on projects which provide basic training in mechanical pursuits, such as construction and repair of public buildings; shop, metal, and mechanical work; construction and repair of streets and highways; improvement of grounds around public buildings; public health and hospital work, conservation; and establishment of recreational facilities.

Under the present appropriation, Alaska and the Virgin Islands are receiving allotments for the first time. Puerto Rico received its initial grant last year.

### Office of Indian Affairs

The Education Division of the Office of Indian Affairs has leased floor space in the Chamber of Commerce Building, Denver, Colo., where a regional headquarters will be maintained and where a number of field supervisors will have their headquarters.

### National Park Service

A museum, for the construction of which Congress appropriated \$10,000, will be the central feature of the proposed international monument to Coronado on the international boundary between Mexico and the United States, according to Harold L. Ickes, Secretary of the Interior. The monument is to be located at a point agreed upon by officials of the Mexican and United States Governments where it is thought Francisco Vasquez de Coronado's expedition crossed into what is now Arizona from Mexico some 400 years ago.

Preservation of Cumberland Gap, in Virginia, Kentucky, and Tennessee as a historical park under the jurisdiction of the National Park Service has been authorized by Congress and approved by the President. The Cumberland Gap area is of historical importance as a connecting link between the Middle Atlantic States and the territory west of the Appalachian Mountains. Thousands of settlers passed through the gap during the period of westward expansion and the opening of the Northwest Territory.

MARGARET F. RYAN

## SCHOOL LIFE Index

The Index to SCHOOL LIFE, Volume XXV, October 1939 to July 1940, will soon be available. Requests for copies should be sent to SCHOOL LIFE, U. S. Office of Education, Washington, D. C.